

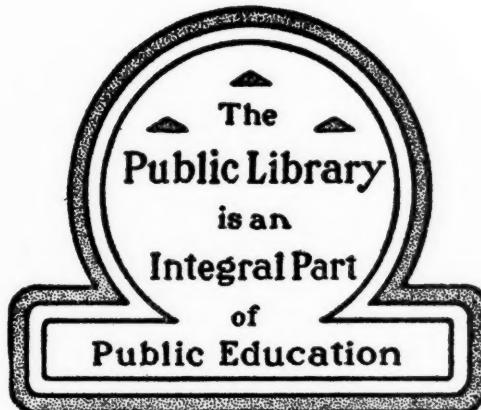
Vol. 14

April, 1909

No. 4

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Public Libraries



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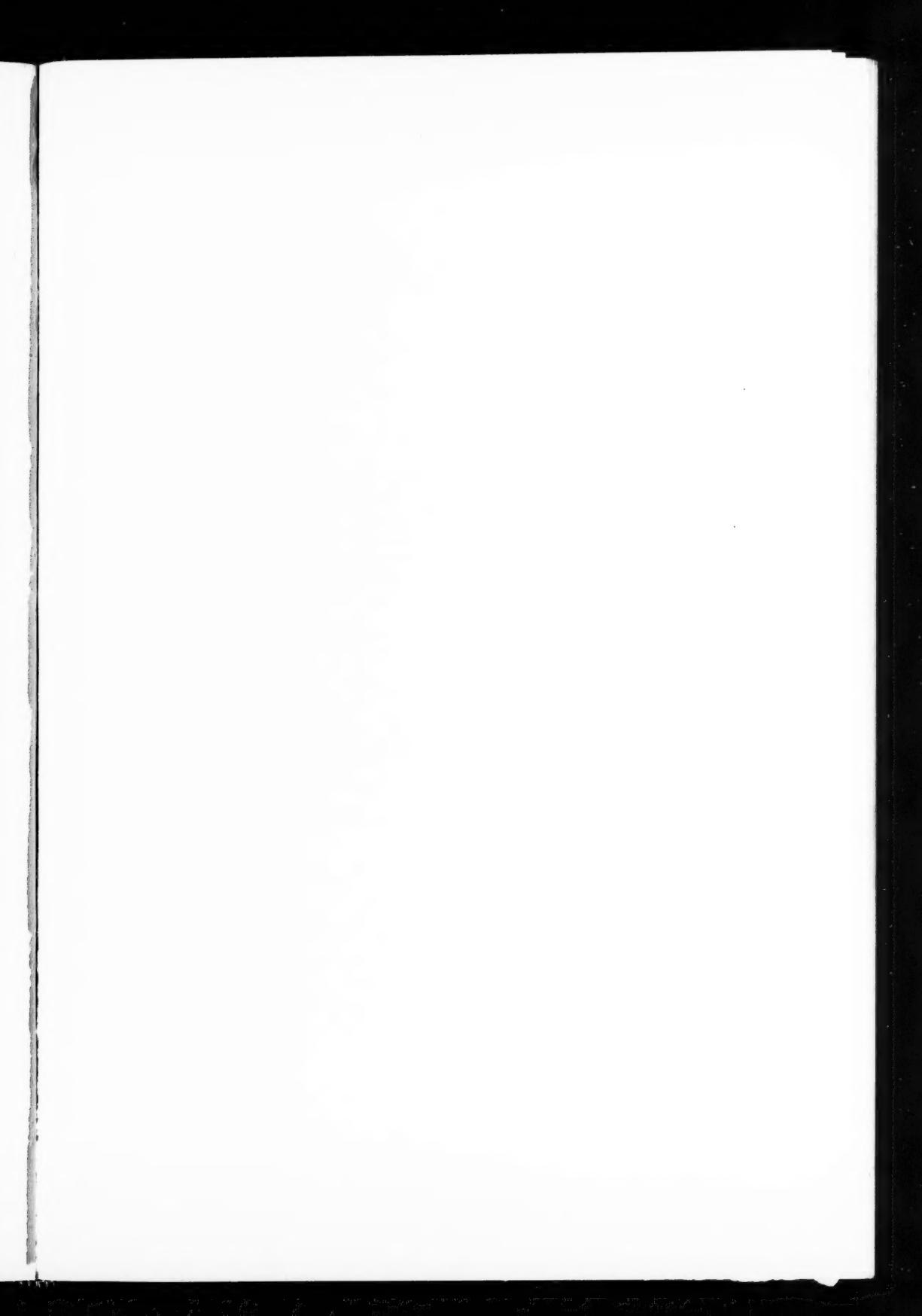
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Public Libraries

A monthly publication devoted to the advancement of library work

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Public Libraries

(MONTHLY)

Vol. 14

April, 1909.

No. 4

The Library in the University*

President Arthur T. Hadley, Yale University,
New Haven, Conn.

In comparing the position and problems of a university library with those of other libraries, public or private, I hardly know whether to lay stress on the likeness or the unlikeness.

In the university, as in any other community, the users of the library may be roughly divided into two classes, those who seek enjoyment and those who seek information. In the university, as elsewhere, those who seek information may be further subdivided into the casual inquirers, who want to find out something about a particular topic; the students, who wish to store their minds with systematic knowledge of the facts and methods pertaining to a somewhat broader theme, and the real investigators, who are trying to do work of research which shall advance the powers of human thought. But the proportionate size of the different classes is not the same in the university that it is outside. The specific demands of the different classes are not the same. And, what makes most difference of all, the university library is able to exercise a control over this proportion and these demands in far greater degree than is possible with most of our municipal libraries.

This last, I think, is the really fundamental fact which distinguishes the problems of university library administration from those of any other library. A city library must meet the wants of the citizens. It can to some degree shape those wants; it can to some degree create a

demand for one kind of books rather than another, by the educational effect of its policy on the community as a whole; but this process is a slow and incidental one. Primarily the library is there to meet a need already existing. The university library, on the contrary, can create a demand almost as rapidly as it can meet one. The character of the library and the library administration has a powerful influence on the kind of students that resort to a university. The work of those students after they get there is determined in large measure by the sort of facilities which the library offers. They will take the kind of training for which the library affords facilities. They will leave undeveloped the sides of intellectual life for which the library affords inadequate opportunity.

In the older days our college libraries were means of enjoyment rather than of research. In the biographies of great men of a former generation there is no phrase which recurs more constantly than this: "His work in the class room gave no promise of his future distinction. He preferred to spend his time browsing in the alcoves of the library." And, even among those who resorted to the library for information rather than enjoyment, the spirit of research in the modern sense was rather conspicuously absent. They sought to secure a collection of facts on a particular topic, rather than to train themselves in systematic methods of investigation. They followed the old formula for preparing a prize composition, which, as nearly as my memory will serve me, runs as follows: "Take four parts of Poole's Index, well mixed and triturated; dissolve in two parts of a

*Address before the Connecticut Library Association in New Haven, Feb. 3, 1909.

liquid composed of equal proportions of extracts from Buckle's History of civilization and Benton's Thirty years' view of the American government; flavor to suit the taste." At the time when I was in college, 35 years ago, the particular solvents prescribed in the formula had already become somewhat antiquated; but the picture in general was substantially a true one. The majority of the occupants of the Linonian and Brothers library were quietly reading, in a somewhat indiscriminate manner, the things that happened to suit their fancy. The minority were actively engaged in recurrent pilgrimages between the two copies of Poole's Index and the bound files of the various magazines. Fifteen or twenty years later things were in a good deal the same condition. Buckle had given place to Spencer, Benton to Bryce; Poole's Index had taken on a new dress and gained prodigiously in luminosity. But these were merely changes of detail. The general spirit and method remained the same.

Down to about 1885 the real research work of a university, so far as it concerned itself with books, was chiefly done in the libraries of the professors themselves or in the special libraries—sometimes deposited in the general library building of the university and sometimes not—which enthusiasts had collected for particular purposes. There was a separation between the researches which were being conducted at a university, whether by its professors or its students, and the general administration of the library, which it is today hard to understand. One of the professors of the old school—and, I may add, one of the more enlightened professors of the old school—said to me only a few years ago, "I conceive that the chief educational use of a university library is to lend an occasional book to a professor who does not happen to have that book in his own library." He regarded the university library as a sort of museum; the actual laboratories where the work was done

were the special libraries of the professors.

The last 20 years have witnessed a radical change in this respect. The great multiplication of books and periodicals in many departments of science has made it impossible for any but the wealthiest professors to have private libraries which would meet the needs of research. The increasing number and variety of the researches undertaken by the students has rendered the old-fashioned departmental library inadequate as a place for such research. The university library has had to meet these needs, and to meet them on a large scale. An institution which does not give facilities for research to the younger instructors and the graduate students cannot attract either instructors or graduate students of the type that it wants. It is no longer a museum; it is an enormous group of laboratories, covering almost every conceivable subject of human interest.

This need of providing for advanced research on a large scale has given the distinctive characteristics to the university library development of today. The university library must spend relatively large amounts of money on current periodicals as compared with books, because there more than anywhere else are exemplified the results and methods of current research. It must arrange its books not solely or primarily with reference to the needs of the library staff, but with reference to the needs of the various groups of students which will resort to its shelves. It is not primarily a collection of reading matter; it is an instrument of productive activity.

In fact, one of our great dangers in the university today is that in our use of books as instruments of research we should forget their use as means of enjoyment; just as in the whole activity of our institutions of learning, outside of the libraries as well as inside of them, there is sometimes danger that in the struggle for scientific discovery and professional efficiency we should forget the importance of general culture or love of

learning. We have been substituting a German conception of a university for an English one. We have been superadding a group of professional and technical schools upon the old culture course of the college, until the spirit of culture is in danger of being crushed under the load. We have got very far away from the old days when incipient geniuses browsed at will in the alcoves of the library. The whole metaphor is something foreign to the ideas of today. The idea of the library as a pasture ground, or of the students who resort to it as cows, snatching here and there a mouthful of grass to be digested at leisure, does not faithfully reflect either the appearance or the spirit of the present time. In this matter, as in others, I suspect that we may have gone a little too far in substituting German ideals for English ones. For a university is, as President Wilson says, a place where the many are trained for the love of science and letters, and a few only to their successful pursuit. We sacrifice much if in training specialists we cease to train cultivated gentlemen of the old school; and one of the best characteristics of the cultivated gentleman of the old school was his love of a kind of enjoyment which could be obtained only from the deliberate reading of books for purposes other than mere information.

The distinctive thing about a university is its atmosphere. Most of us, I think, are old-fashioned enough to believe that this atmosphere should be essentially one of culture. We welcome in our university libraries to the fullest degree the spirit and the methods of modern scientific research; but we hope that it may be also possible to retain that subtle influence toward the love of literature in its higher forms which made even the meager libraries of our New England colleges of a former generation places to which the mind of many an old student reverts with affection because they opened his eyes to the widest vision of what life was and what made it worth living.

The Public Library and the School Problem

Agnes Jewell, Public Library, Adrian, Mich.

In looking over old files of the library periodicals in a vain search for material, I found articles galore upon "The school and the library," "Relation of the public library to the public school," "Ethics of a library," which proved to be of the librarian, "A healthful state of mind," again the librarian's, "What one librarian may do," what thousand have done; the gist of them all—cultivate the student, cultivate the teacher, reach out, broaden out, be all things to all men. They were all upon one side of the question and that side was not mine. Nowhere, nowhere, could I find even hinted, "What a teacher may do for a librarian."

I was in much the same boat as was a fellow Scot. The boat was an ocean liner, and Sandy, pipe in hand, was seen wandering about the cabin in quest of a match. His search, like mine for an idea, proving fruitless he was heard to remark, regretfully, "Weel, weel, I'll hae to use ane o' me ain!" With no qualms of conscience for using "ane o' me ain," I'll preach a second time from a text I found in Battle Creek last year: "I don't like crackers, and I'm glad I don't, for if I liked them I'd be eating them all the time, and I don't like them."

We eat crackers when there is nothing else to eat, to stave off a legitimate hunger, or to put us to sleep. Even so the average youngster, sent to the library for something to eat, will tell you (if you ask him) that he doesn't like reference books, and he's glad he doesn't, for if he liked them he'd be reading them all the time, and he doesn't like them. If he be not the average child and develop an inordinate desire for crackers, watch him, he is ill. A healthy child seeks information, but he seeks it verbally. He hopes the librarian, who is a great friend of his, will be able to spread a little butter on the cracker.

While many good students go through college and then essay to teach without learning what may be found in books, or

how to set about the search, the majority of them deliberately ignore the helps at their disposal in favor of the librarian. One of our best teachers told me not many moons ago that she knew *how* to use the helps in the Normal library, but it was so much easier and more satisfactory to ask Miss Walton—she always knew. Which being interpreted, means that the librarian is more than the library, that even the most intelligent of its patrons reckon a library's usefulness, not by the size of its reference department, but by their fondness for the librarian. We are justified in the conclusion that even as the text-book containing all of the needed information requires a teacher, equally so, does the library, be it ever so well equipped, require a human interpreter, a personal contact to warm up the dry crackers.

It was a man who said, "The trouble with you women is you make everything personal;" his wife who replied, "I don't." But we do. I'm pleading for just that attitude. I plead for courtesy from the teacher toward the librarian.

I hesitate just here, for fear I am like a mother of whom I heard. A crusty old gentleman meeting her with a crying child said, "What a bad-tempered child to cry so. What is the matter that she screams like that?" The mother replied, "Do not speak of it. For two hours I have been slapping her to make her stop crying, and the more I slap her the more she cries!" I've no intention of repeating her mistake, for all of my friends are teachers, or rather all of my teachers are friends.

Let those teach others who themselves excel, And censure freely who have written well.

If there are teachers present, I am not referring to them; the teacher I mean does not attend conventions, but if there be an angelic librarian who is trying to live out the first part of that beatitude which says "for they shall inherit the earth," this to her. The teacher I have in mind will take the earth while she is meekly waiting.

In this day when the librarian is so

imbued with "library spirit," is so intent on meeting the public with a smile, so the hesitating patron will come forward and unfold her woes, when I say, following Sam Walter Foss' rule "never let your mouth turn down or your nose turn up," the librarian has to go behind the stacks or duck her head under the delivery desk to "rest her face," it will do no harm to pause and consider if there be not a few courtesies which a competent librarian has a right to ask of that teacher who ships her students to the library in wholesale consignments and fails to forward a bill of lading. It is no longer the sole mission of the library to appease the student hunger. We are reminded monthly that "the public library is an integral part of public education," that we serve the great public, not a part, but all, that we belong no more to the teacher than to the mechanic, and must beware lest we give rebates or start a monopoly. The statement that the librarian must attract to the library may apply to the timid student; it does not apply to the teacher. She knows her rights and will err if at all upon the other side of demanding too much rather than asking too little. Like the poor, the teacher you have with you alway.

We are the servants of the people; we are, or should be, the equals of the teacher. Are we losing caste by failing to assert our rights to consideration from a co-worker? I am talking from the standpoint of the librarian who cannot specialize, one who is school librarian, reference librarian, desk assistant, and mistress of ceremonies, and all at one and the same time. She must give equally to all. While she looks after the school boy, she is mentally waiting for a leisure moment to fill an order from a club woman and ex-school teacher who has just sent in a note saying:

Send me three little books, friend,
Send me three little books—
A. M. Earle on "Customs"
And old C. Mather on "Spooks,"
And I long for the old "B'ue Laws" friend,
Oh send them at once to me,
If I have no card in the library,
Oh charge on my old t. c.

The sooner the librarian and teacher come to an understanding of this idea that they are co-workers, that they are yoke-fellows, going side by side, never tandem, the sooner will the work of school and library run smoothly, pleasantly, profitably, and the resources of the library be made known to that great body, the next generation of adult users.

This brings us back to crackers. Granted that school children do not like to look up references for themselves, by themselves, has not the librarian a right to ask a few courtesies from the teacher?

First, then, has not the librarian a right to ask that she be informed in advance of intended research work? That word, *research*, was well named. It is equally exasperating to student and librarian to fuss for hours for a lost bit of information, which, when found, hardly repays for the search. What to do with it? The student doesn't want it and the chances are nine out of ten that the teacher will never ask for it, so the only thing to do is keep it a few days and then lose it again, and so the merry game goes on. If only we were playing "Finders keepers" instead of "Button, button." Students should not be sent to the library under the supposition that there is merit in telling a student to "look it up." It spoils the naturally sweet disposition of the most obliging librarian to be helping a class of some 30 or 40 students find out what general had a wart on his nose, or why Peter Stuyvesant had a wooden leg, when these matters are not referred to in the index under warts or legs. I say it hurts to glance out of the window and see the teacher going by to the woods with the warts and wooden legs safely stowed away in her mind. That is an animated example of Mrs Edith Wharton's explanation of similar exasperating situations. She calls it the tacit connivance of the inanimate.

This is not a diatribe against the legitimate research question, but I doubt if a busy librarian is justified in spending overmuch time looking up an idle ques-

tion which cannot be found by an intelligent student with an average understanding of a library and its uses. Did the opportunity ever offer itself the librarian will admit that she regrets her long hours of wasted effort, that like a man I knew "She'd rather sit all day and do nothing than putter all day and make nothing."

Let the student be sent to the library early and often; there is no more welcome visitor, but let him be sent upon an errand of dignity. Let the subject be one which will broaden his outlook, increase his store of valuable knowledge and increase his pleasure in the use of good books. Do not, I beg of you, even if he be sent, let him work so long over an allusion in a classic which he is studying that he lose all appreciation of the literature and go away from the library with a distaste instead of a taste for "the best that has been thought and said in the world." A teacher fails somewhat if the pupils are not led to books. What use if a child be taught to read if he be not taught what to read and where to get it? The teacher should seek to create an appetite for books, the librarian to gratify the appetite created.

Have we not a right to ask that the teacher use the library for herself as well as for the student? Researchers are greatly encouraged by the occasional presence of their teacher. Possibly if she came and saw how much the students use the library and how many books it takes to go around she would not in her zeal send to the library for all the books bearing on the subject, and then send children to the library after she has carried away everything of value.

After all, perhaps the gist of the whole matter lies in Pudd'n Head Wilson's "It's better to be a live June bug than a dead bird of paradise." In this day of varied activities we must have a care that we emphasize essentials. There is danger in magnifying mere educational machinery. The library is more than a workshop; it is also a recreation park. Each must receive its share of attention.

The Library's Part in Education*

Dr. James H. Canfield, Columbia University,
New York

What constitutes the measure of a human being? A human being is worth to himself just what he is capable of enjoying and to the community he is worth what he is capable of imparting. Those two things constitute the true worth of every man and woman on earth. They cannot give out largely unless they take in largely. Therefore it is necessary that we develop all the faculties to the utmost in every human being. There was a day when the tendency was to measure a man by what he got out of the community. He did not know it and we did not know it. Now we measure a man by what the community gets out of him. He who renders a great service to the community gets a great reward and he gets it immediately. Most of us are rewarded beyond our deserts.

How have we undertaken to secure intelligence and character so far? We have trusted to the home and church for character and to the schools for intelligence. We have been at work on our public schools for years and we are doing foolish things today. Some of these things we know about and cannot stop because of the momentum; others we do not know about because we are not yet intelligent enough. We have put lots of money in them and fed them thousands of our children. On an average we give a child 5.4 years of school life. That is rather a narrow portal through which to expect citizens of intelligence to enter upon the duties of citizenship. Some children have been able to go far beyond and some have kept far below this. We are doing this thing and do not know how to remedy it. The strange thing about it is that we have forged ahead so rapidly that we have reached a point where we must have more intelligence and begin to understand what the public library is. It is the great, persistent, continuous means of education through

life. The school gives us the foundation. The public library rounds it out and completes the circle of activity. The school gives the beginning and the public library tells you that there is no end. The school deals in generalities and the public library deals in specialties. The public library is the supplement of the school and the community can no more safely avoid it than the children can avoid school. If it is necessary to have a compulsory education law, I am almost ready for a law to compel adults to use the library. Public libraries should be scattered through the community as much as schools. You say that the child must not be required to walk too far to school. The same condition is true of our public libraries.

How do I know that life is worth living unless I learn that somebody else has found it so? Where will I find that? In a book! How shall I know that victories are to be won unless I find the records in books? Men and women who have been successful in life are telling us of this on the printed pages. This is uplifting. A book is nothing but an individual. If you sit down with one of Howell's books you sit down with Howell. If you have a public library you have the best men and women of the world as neighbors.

The public library is the hostess who invites you to meet these men and women and will let you sit out with them under the palms if you will. Because of this, the public library is an integral part of public education. The two belong together. My own belief is that if we take hold of an American community, realizing that each is dependent upon the other and that success and happiness are based upon the highest development and character of each individual, I do not care what clouds may appear upon the horizon or whatever wind shall blow, the American community will stand four square to all the winds that blow, forever and forever more.

*From an address before the Teachers' association of Utica, N. Y., Oct. 20, 1908.

Possibilities for Work with Children in Small Libraries

Helen U. Price, State library organizer, Pennsylvania

This is an age of specialization and library science is no exception to the rule. Very naturally those of the library profession who have spent years in the study of literature for children are more competent to pass judgment on the choice of books for a children's library than the worker who is her own desk assistant, reference librarian and children's librarian. In the matter of reference books, technical books and the like, we take the judgment of an expert without question. When, however, the question of children's books arises we are apt to regard it in a different light. We remember our own childhood days and the books we liked, and with the mental reservation "It did not hurt us" we perhaps decide that all the discussion of books suitable for children is sentimental nonsense. We do not stop to think that the reason these books had no great influence in our childhood was that we were reared in homes where the influence of books not worth while was counteracted by the character of our home life. In such homes false standards in the occasional trashy books we read was a small part of the formation of ideals.

Have we considered the question from the point of view of the boy or girl of foreign parentage, whose father and mother have sought this land as a place carpeted with golden money? If we give to such children books which are filled with the idea that success is a matter of dollars and cents, and the boy who is able to "get rich quick" is the only one worth while, can we wonder that the country is cursed by the spirit of commercialism? These boys and girls are dependent, many of them, on the public school and the public library, not only for their education, but for their admirations. If we can give to the boys real heroes, not tinsel ones, and to the girls pictures of other girls

and boys who lived wholesome, courageous, happy lives, then we will at least have contributed our best to their development.

It is quite as important in the matter of non-fiction as in the fiction that we depend upon the advice of those who have made a study of the subject. There is such a quantity of material that is neither accurate nor authentic, that we must choose carefully in order to give boys and girls the truth in science, history, biography and travel. It should also be attractive to children, written in language they are able to understand, but not in any sense written down to them.

The standard of selection, however, will vary according to the needs of a particular community and the book lists of specialists will have to be adapted to the library in question.

Do we wish to put upon the shelves of the public library books which teachers are trying to eliminate because they are not worth while? Such books may not be positively bad, the ones in question are not, just hopelessly poor. But do we feel justified in spending public money for books of that class when it has been proven that boys and girls will read good books if they are provided? Good books are not necessarily dry, and dry books not necessarily good, but it is possible to buy books which are not only worth while, but absorbingly interesting as well. On the other hand is the danger of making our standards too high for the community. We may find it necessary to use at first some books as "stepping stones" in order to awaken an interest in the library. If we can only remember to temper high ideals with common sense, then we will neither expect the keen little street boy to be interested the first day in Ivanhoe, nor willingly serve to him a continuous feast of Tom the Bootblack.

If we make it a rule to be content only when the children are reading the best we can give them which they will

enjoy, then we cannot make many mistakes in our book selection.

Good lists of children's books are published by the A. L. A. publishing board, a number of the state library commissions and by many libraries, which may be easily known by inquiry.

A collection of children's books on the shelves of the library presupposes that it is there for the benefit of the children of the town, not for boys or girls of any particular age. In the libraries where there is an age limit, in the discussion of the subject the general reply has been, "Oh, but it makes no difference, they use their parents' cards." This reveals two things. First, that the parents are not using their own cards in such instances, either through indifference or in order to allow their children the privilege; second, that the spirit of the rule is entirely disregarded. If the rule be good it should be kept; if poor, why continue it? Moreover, with such a rule, though many children may be allowed library privileges through the use of parents' cards, what of the many who have no such opportunities? The local news-stands with their police gazettes and Jesse James at five cents apiece have no age limit, and we may be very certain that boys and girls are reading something. If the public library does not open its doors to them the news-stands and the pool-rooms will.

The Story hour and the Reading club may serve as an excuse for school visiting, although it is generally wiser to let the first visit to schools be simply a friendly call to learn to know the teachers and something of their work.

We should keep in mind, in our visits to schools, the fact that the modern school teacher belongs to a profession not only much older than our own, but to a profession whose duties are manifold; also that we approach her in order that she may help us as well as in the hope that we may be of service. If we are willing to confess it, in our hearts, we know that we are going to

her very largely because she can help us, and it is the least we can do to acknowledge the debt.

I do not know of a more powerful ally of the library worker than the sympathetic, interested teacher. It is the book which "Teacher" recommends that the boy and girl will ask for at the library, and it is the book from which "Teacher" reads which will be in greatest demand. If you can convince the teacher that it will be of benefit to her pupils to use the library, not only for reference work in their studies, but for recreational and cultural reading as well, then you are fortunate indeed.

Anything which helps her or her pupils in their work, whether it be books of reference sent directly to her class room, stories told in the school, bulletins loaned or talks about books to pupils, is well worth doing.

But all this will be in vain and the best laid plans will avail nothing unless the teacher coöperate. In this fact lies the necessity of tactful, appreciative work with public schools. You need the teachers as they need you.

The same work may be extended in a smaller way to the Sunday schools. If possible, make no sectarian distinctions in your work with the churches. Perhaps a beginning may be made by interesting the clergymen in devoting a Sunday to a library sermon, impressing upon the older people the value of good books, not only for themselves, but for their children. Furnish the clergymen with some facts in regard to the wide range of possibilities in children's reading, the importance of supervision, and the help that the library can give. From this beginning you may be able to arrange for some practical book talks with the Sunday school, emphasizing always the best books.

One librarian whom I knew, told a series of stories in the Sunday school on Old Testament heroes, another tried to accomplish the same result through a talk to teachers on story telling as a feature of Sunday school work. She

gave a selection of stories to be used and practical suggestions in regard to telling stories. This work might be begun in one school with the hope that later it be extended to all the churches in your town.

We all realize the value of visits to that most important place of all—the homes of the boys and girls. It is only when we know the home conditions of the children under our care that we can best guide them in their reading, and our sympathy goes out to the child who returns a book, soiled and perhaps torn, when we find there are seven children, an overworked mother, and two dark, dingy little rooms for a home.

If we cannot spend time to visit the children we may perhaps have time to set aside an afternoon at the library when mothers may come and talk over the books their children are reading. This may have its beginning by printing a notice in the local paper, or by personal invitation. The librarian, if she choose, may arrange to give informal talks on book selection, story telling, etc., but by far the most important feature of this work will be the acquaintance with the mothers and a knowledge, through personal conversation, of the needs of the children.

I touch, with hesitation, the subject of picture bulletins; in large libraries, where children are handled in great numbers, it is often a practical method of directing reading. In a small library where the librarian knows each child, the chances are that she will find the plan of talking over the books directly with the children a very efficient substitute for picture bulletins. Also unless she has a special talent for this work, it is possible to perpetrate such atrocities in this line that the novice should approach it with fear and trembling.

A poster is not so difficult. It takes neither a considerable amount of time nor artistic ability, beyond a feeling for form and color, to mount a good poster on an effective shade of bristol board.

typewrite a list of books to accompany it and, lo! you are advertising your books and perhaps decorating your room at the same time. The whole question has been so fully discussed by many members of the profession, so much more capable of judging of its practical results, that I only drop the suggestion in passing, that if you do not feel that the gods have been gracious to you in dispensing the artistic sense, you wisely pass by on the other side. If you have no time for bulletins of any sort, an acceptable substitute may be found by collecting the books you wish to advertise in a particular place. The librarian's desk, an empty window ledge, a small stand, whatever is most convenient, will serve the purpose. The collection should contain not only the books on the subject you wish to advertise, but some of those which need no advertising, so that the children, seeing old favorites among the number, will be more apt to trust the collection as a whole.

The librarian who knows that Frank has been reading college stories quite long enough, that fairy tales have begun to lose their sway with Mary and that John is raising chickens, will find her best help in her own clever planning for the next book for each child, and the various so-called methods, if used at all, will be a supplement to her own personal work.

Do not think that because these many possibilities have been suggested, that every library may find it either feasible or advisable to try all of them, but from the number you may find some suited to your needs and, after the experiment, decide that they are worth while for your particular work.

The erroneous idea that any number of curious incidents strung together so long as the characters bear no semblance to those of real life, will prove an acceptable fairy tale is one reason why so many modern so-called fairy stories are failures.

The Training of College Students in Bibliography*

Andrew Keogh, professor of bibliography,
Yale University

A course in the bibliography of history is required of all students at Yale university before further courses in history can be taken. The course is usually elected during the freshman year.

The aim of the first term is to introduce students to as large a number of books as possible. On a given topic certain reading from text books, sources, etc., is required, while outside reading must be done on contemporary material or topics under the general subject. Careful notes of the reading must be kept, an analysis and restatement of the author's text, an outline not an essay. These reports must be handed in in a prescribed form and are carefully examined by the instructor.

Early in the term the students are taught to use the preface and contents of books, to discuss their scope, and to pass criticism upon them. A personally conducted tour of the library is made, the reference shelves shown, the location of the ordinary books needed, and the method of taking out books is explained.

During the winter term three bibliographical conferences with the instructor are held, and a topic for a bibliography, some subject of mediæval history, is assigned at the first conference. Topics on which there is possible information are of course selected. The code of instructions for bibliographical cards is given the student and three weeks are allowed in which to prepare the bibliography. A large list of titles is required and as far as possible personal inspection of the books. The aim of this bibliography is to teach students how to find articles and how to cite references. An essay or brief on the subject must then be prepared with references and discussion. References must be very exact.

*Extracts from an address before Massachusetts library club, June, 1908.

In the spring term a topic from modern history is assigned. Notes on this subject in scientific form to serve as a basis for a thesis are required. This is to give the student training in independent thinking. A bibliography must then be prepared, and while the first bibliography was very inclusive, this one is required to be selective. The bibliographical cards must contain a statement of the value of the book cited. Book reviews may be given or estimates formed from personal examination.

The course has proved excellent training for later college work. The development of intellectual habits of work, the training in the independent use of books and in the application of knowledge acquired is most important. The student is given good mental equipment for any question.

Kinds of Stories*

Laure C. Foucher, Children's Librarian, Fort Wayne, Ind.

Why is there so much objection to the fairy-tale, the myth and the legend when through hearing stories of fairies, gods and heroes, the child is given an unlabored knowledge of the existence of these mythical characters so frequently alluded to by great authors and poets of the world's literature. Think of how much the unfortunate child, who is brought up on facts only, misses of the joy and fine feeling offered to him through the imagery of such minds; while a child who has had his share of fanciful tales is able later to understand Shelley's *Prometheus Unbound*, which is so full of mythical beauty, without tracing each allusion to its origin.

To quote a folklore student, "In the light of modern criticism, the value of a tradition is not to be measured by its fidelity to strict and literal fact. For many centuries Christians in all parts of the world have celebrated with festivity the 25th day of December as the

*Extract from address before Indiana library association, Richmond, October, 1908.

day on which the Savior was born. The date is merely traditional, with little evidence or probability to support it, but this fact does not detract at all from the happiness which Christmas brings or from the value to the Christian world of the observances of the day. For another illustration of this truth; it matters little whether Horatius or Maucius or Curtius or Virginius, supposititious heroes of early Rome, ever really existed, but it does matter to us to have heard of them, to have viewed the pictures which they present of virtue and worth in the society of old Roman days. Admitting the claim that the early legends are not statements of facts, they are of very great value to the world as illustrating the spirit, the manners and customs, the religious beliefs and other characteristics of the race with whom they originated. . . . There is an additional reason for the study of these narrations by the teacher and student. They are told over and over in admired poems, they are portrayed in painting and sculpture, they are common material for illustration in oratory.

"In our daily conversation, we find the very essence of old stories of which the moral adds force to language and gives it deeper meaning. We speak of Hobson's Choice, and Gilderoy's Kite, of 'paying too dear for the whistle,' and of 'crying for spilt milk.' We remind one another of 'The dog in the manger,' 'The bull in the china shop,' 'The goose that laid the golden egg.' . . . In all these, and a thousand like expressions, we do not relate the story to which reference is made. Everybody knows it. It is a part of our very being."

For an untrained audience of not docile nature, it is well to arrange stories in progressive grades from the catchy to popular, from popular to standard, and from standard to classical, rather than to attempt to begin at the top. We need stepping-stone stories as well as books. Unless children have

been brought up on stories, they are not prepared to listen to a series, a cycle of stories. They lack the ability to concentrate and to carry the story in mind from one week to another. For such children it is better to tell stories that can be finished in one telling. For illustration, older children will like "Beowulf," "Canterbury Tales" or some of the "Stories from the classical literature of many nations," by Mrs Palmer.

In attempting to tell stories to children of upper grades who are not used to hearing stories, and who are apt to feel too much grown up to be comfortable in listening, except when forgetting themselves for the moment, it is well before beginning stories to tell them something of the great story tellers, and to interest them in the old minstrels who sang and told the best ballads and legends of their time to men and women; that no longer is it strange to see an audience of men and women listening to stories.

In working with newsboys, it is often wise to allow them or other children of like caliber to choose the subject about which they wish to hear for their next story. The librarian is able in this way to give the boys the best on the subject of their own choosing, making the story hour popular, and in this way gaining the confidence of the boys. This chosen story, being of a popular type, will be sure to create a demand for a second story. This will be the librarian's opportunity to give one of her own choosing. Sometimes the reading of a book chapter or even the telling of a chapter from a story will prove a successful advertisement for the book. One poem can always be read at any story hour and so bring to notice poetry that otherwise the children might never know, even by title.

For the preparation of stories, time should be taken for careful reading, outline making, learning, telling aloud and timing. Successful story telling depends largely upon the familiarity with the story.

Make Room for the Document

Is it necessary or wise to bar the government document from the small public library? By all means no. People in a small town are just as anxious for the best book or article published on a subject as those in the large city. The seeker after information or the man who wants only entertainment are the same the world over.

Why, even in this small town of ours, we have one library patron who is doing research work in geology, and we could use more documents than we have on the subject. His is just as crying a need as the man who wants the "Post girl" or the "Spoilers" and in fact more so because there can sometimes be found a substitute for the latter.

Perhaps the librarian who looks upon her documents as imposing or formidable, has too many and should go through a weeding process. Not all government documents are good for all communities, but for every community there are some that are indispensable. When in small numbers they are harmless, even though caged in small quarters, and are after all only something authentic, up to date and interesting about life around us—farming, education, the growth of our nearby towns, or the railroad that has made our city famous.

We aim to have only those government publications which are especially fitted for our community, and we have not been overburdened with documents that were not requested. We have a number of the Farmers' bulletins, but not all, and have them arranged roughly according to subjects.

The time element hasn't been much of a factor, for it only takes a moment to glance through a document. It all depends, I suppose, on what one considers the essentials, as the librarian always finds time for the essentials in library work.

A few days ago a boy came to the library to find out something concern-

ing weather forecasts. No books strictly on this subject were available, but the last agricultural year book came to the rescue, and proved that there is considerable connection between the farmer and the weather.

My experience here leads me to think that the public has less fear of the government document than has the library profession. Such remarks as these are heard in the Northwest: "Isn't there some department of the government that would give such information?"

We feel that it is well worth while to call attention to our documents through the newspapers in lists on special subjects, knowing that there will be some one somewhere interested and that he will be found that way.

In a small collection of books, in a library with but a small income, there ought certainly to be a shelf and a use for valuable material that is free of cost.

ALICE M. PADDOCK.

Jamestown (N. D.) public library.

* * *

To PUBLIC LIBRARIES:

In an article appearing in the February number of PUBLIC LIBRARIES the complaint of the small library deluged with documents is once more set forth. It is with the hope of lending some encouragement in this matter and of showing the value of these government publications, even to a small library, that the following suggestions are offered: First, with regard to the demand for documents—"There is no demand," the article states, "for 99 per cent of them." This can be true only in the sense that they are not asked for by title, for even a superficial knowledge of their contents will reveal the fact that many of these government publications contain material for which every public library has demand.

It resolves itself then into the question of making this material available. In order to do this, the volumes must, of course, be easy of access. That is, they must have a place on the shelves

and not be kept in a heap in the attic or cellar. Surely they are at least worth the cost of shelving to any library that claims to do any reference work at all. There may be need for a "new encyclopedia," but this need will perhaps seem less urgent when it is discovered that the documents contain authoritative and up-to-date information upon a great variety of subjects. A "well-illustrated article on Alaska" may perhaps be found in an Alaska Experiment Station bulletin, as well as in a magazine, and "information about chickens" can be had from farmers' bulletins, animal industry bureau bulletins and experiment station records.

The material is undoubtedly there, but how is it to be found, when wanted? Here, indeed, a real difficulty is encountered, but not one that need be altogether discouraging. As for the "sheep set," it is true the indexes are somewhat scattered and incomplete, but after all, it does not require so very much time and study to become familiar in a general way with the more important sets of publications that are issued each year and it might be worth while to glance through the volumes as received and make and file brief references, giving serial numbers, to the most important items, especially those of local interest.

With regard to the departmental publications, mostly in pamphlet form, it is a comparatively simple matter to throw together those of the same series and arrange them on the shelves, alphabetically by the name of the bureau issuing them, and sub-arrange by the title of the series—under Animal industry bureau—first bulletins, then, circulars, etc. The name of the office nearly always suggests the nature of its publications—as for instance, Forestry bureau, Plant industry bureau, etc., and in this way they index themselves in a measure. From time to time indexes to some of these sets are sent in pamphlet form from the Documents office,

and if all these indexes are kept together, where they can be easily consulted, good use can often be made of them.

The general publications of the different departments are not so easily handled as the numbered series, but these may also be kept together under the name of the office and even if there is no time for sub-arrangement, may still be used to advantage. When the checklist with index now being prepared by the Documents office is completed, the problem of using the departmental publications should be practically solved.

Now let it be supposed that as a result of the time spent in making the documents available for reference, the library's home circulation were to be somewhat reduced, and the number of children's books and new novels purchased not quite as large as it might have been. Would this necessarily be detrimental to the best work of the institution? As a matter of fact is it not true that in most small libraries too little attention is given to the reference work in comparison to other branches? Wouldn't it be better sometimes to use last year's Christmas picture bulletin over again and spend that time in learning what is in the documents?

ELEANOR BUYNITZKY.

Dallas, Tex.

A. L. A. Subject Headings

In answer to all inquiries, of the Boston office or of myself, as to when the third edition of Subject headings will be ready for use: Nothing definite can be stated at this time, as the completion of manuscript must necessarily consume several months yet. With this completion my own work ceases and the fact will be announced in this magazine when the time arrives. After that will come the typesetting and proofreading, with which I have no connection.

ESTHER CRAWFORD.
Newark, N. J., Feb. 20, 1909.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - -	Publishers
M. E. AHERN	- - - -	Editor
Subscription	- - - -	\$1 a year
Five copies to one library	- - - -	\$4 a year
Single number	- - - -	20 cents
Foreign subscriptions	- - - -	\$1.35 a year

Entered as second-class matter May 17, 1896, at the Post-office at Chicago, Ill., under act of March 3, 1879.

Public Libraries does not appear in August and September and no numbers constitute a volume.

By the rules of the banks of Chicago an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

New copyright law—For the present, at least, the disturbance caused by the efforts to deprive public libraries and other educational institutions of the right to import, free of duty, books bought in foreign countries, is at an end. The new copyright law was passed March 3. The slight change in the law provides for one copy of a book in an invoice instead of two copies, formerly allowed. There can be no special objection to this and it is cause for congratulation that so desirable a work has been satisfactorily accomplished.

Seldom has there been such a unanimity among those concerned as was displayed in relation to the effort to take away the privilege of importation from the public libraries, and the result is quite refreshing when viewed as a product of what can be done when those interested in the library world take a hand.

In this connection, special acknowledgment is due W. P. Cutter, of Forbes library, Northampton, Mass., and to Dr B. C. Steiner, Enoch Pratt free library, Baltimore, Md. Both have given freely of their time in looking after the library interest, and their

faithfulness in this has earned for them the gratitude of those whose libraries will be benefited by the work accomplished.

The measure of ability—Every college and university librarian could give many incidents bordering on the ridiculous, of the ignorance of college freshmen concerning the use of books as tools. They come from high schools of standing with absolutely no knowledge of how to use the college library, or, indeed, any library machinery, with no acquaintance with reference books, no opinion as to the value of cyclopedias, dictionaries and handbooks and indexes, and often totally unacquainted with even the names of books not to have read which leaves a large gap in the preparation for college work.

The work of the college class room is hampered by the presence of such ill-prepared students. The latter lose a large share of what is presented, as it loses its force because of lack of relation to anything previously known. The grasp of the subject is not as strong as it might be even if the student undertakes to make good the deficiency at the late date of its discovery. Concentration is dissipated, time is consumed in studying backward and confusion as to related values often results.

There is a large injustice done to the one preparing for a college course when he has not had some study of and some training in the use of a library. The library and school must coöperate to remedy this defect before there can be a really substantial claim of proper education. It should be borne in on the minds of the authorities in higher institutions of learning that a knowledge of library material and machinery is requi-

site before a student can be said to be ready for college. Deficiencies in many lines that are now classed as required could be made up much more easily if this one thing, essential in all lines, were well established. But this lacking, the student goes not only limping and halting through his college course, but handicapped through all his life.

Some Normal schools are beginning to realize the importance of a knowledge of books as tools as well as means of culture and are providing means for making good the lack of such knowledge. In time those who are trained in these schools may pass on their knowledge, but at present high schools generally are sadly derelict in this regard. Here and there, one and another are beginning to realize their neglect of the important study of books and are moving toward better things, but the problem as a whole is in a sad state of neglect.

Suggestions for Mr. Carnegie—It is to be devoutly hoped that the necessary bars which protect "the patron saint of libraries" from the multitude of suggestions that otherwise would be offered him as to the best way of escape from the dreaded disgrace of dying a rich man, do not prevent him from seeing the recent copy of *The Dial*, which offers a most interesting suggestion in relation to placing books in the Carnegie libraries.

The plan suggested by *The Dial* has many admirable features. The plan in general is that Mr Carnegie shall supplement his gifts of buildings by gifts of books which otherwise many libraries cannot have. The special points are, first, that such a course would encourage authorship in certain needed directions which now does not command the

interest of commercial publishers. A committee of experts would choose books of sound workmanship and of educational value, recommend them for purchase, and 1000 copies should be presented to 1000 libraries. This would help everybody concerned. Not the least consideration would be the advantage of the dictum "Approved by the Carnegie committee."

The cost is estimated at about \$50,000 annually, insuring fifty good volumes to the shelves of every Carnegie library chosen. To the objection that such a mode of supplying literature is artificial, *The Dial* rejoins:

The policy of encouraging good work by artificial stimuli has, on the whole, thoroughly justified itself in the annals of mankind.

There is food for thought in the plan of *The Dial*. Certainly there are, today, all over the United States, Carnegie libraries that would greatly rejoice at some plan that would give the library books and the librarian a sufficient salary to meet the excessive cost of living, not to mention the opportunities of self-improvement and rest. At present the larger part of the "10 per cent for maintenance" is absorbed in maintenance of the building itself, and the real library—the books and the librarian—is but poorly sustained.

Another suggestion for Mr Carnegie, if one could but reach him, comes from far off Australia, to the effect that he would meet a great need if he should send an expert librarian to the English-speaking colonies as a missionary for the children's department in all the public libraries. Of course, the United States is no longer in the class named, but the help of such a messenger is

sadly needed in many places to enlighten the public school authorities as to the value of coöperation, and to convince the librarians in some places, that a really serious purpose lies beneath the means used to bring children into relation with the books of a public library.

Progress of library legislation—Interest in state supervision of library extension continued during the past month, to the decided betterment of affairs in many quarters.

The State library of Texas was disassociated from the Department of insurance and banking and placed under the control of a board specially appointed to supervise library extension throughout the state of Texas.

In North Carolina and Tennessee library commissions were appointed with officers and equipment to supervise and administer library affairs of the respective states.

North Dakota increased the appropriation for the library commission to \$7800, this exclusive of the appropriation for the State legislative reference library.

In some instances harmful legislation was prevented—as for instance in Indiana. Under the direction of a former employe of the library commission, a bill was introduced to abolish the present commission and remove the State library from the control of the State board of education; appoint a new commission, which should administer the work of the present commission, the affairs of the State library and provide for a library school, the same to be conducted in the Indiana state library. The idea of a one library-unit for both commission and state library work has much to be said in its favor,

though the attempt to have a library school undertaken at the expense of a state which cannot use the services of its graduates, deserved the condemnation it received. Little, if any, support was given to the measure outside of the personal friends of the one interested, and the work and the control of the interests involved remain as they were.

At the same time, Iowa received an increased appropriation and the chances are that Wisconsin will fare likewise.

A bill making it mandatory on the State library authorities to take up supervision of library extension and traveling libraries in Illinois, has been introduced in the Illinois legislature. It remains for those interested to push the matter to successful accomplishment. The need of such work has been so plainly demonstrated that nothing new on the subject can be said.

It is a well-recognized fact that the library and the school are the two integral parts of the educational system of any community. One teaches the child how to use a book, the other gives him the book. It is obvious that the two should work hand in hand in order to bring about best results. It often happens, however, that the children who most need educational opportunities leave school before reaching the upper grades and are not likely to make use of the advantages offered by the public library unless some effort is made to acquaint such children with the privileges open to them for obtaining information and inspiration from the books in the library. It is mainly for this reason that the need of a close coöperation is urged by both the school and the library.—Adeline Zachert.

English and American Libraries

In the *Nation* of October 8 appeared an article entitled "Libraries for use," written by a prominent member of the A. L. A., well known for his bibliographical enterprise and for his knowledge of libraries at home and abroad. The article was a criticism of the antiquated methods of European library administration, and was concerned chiefly with continental, state and university libraries, and particularly with those of Germany. The only mention of British libraries was a passing reference to the Bodleian, and a quotation from the *Westminster Gazette*, describing the situation at Trinity college, Dublin, and at the Irish National library. No mention was made of the municipal libraries of the continent or of the British Isles. Mr Dana's recent article in *PUBLIC LIBRARIES*, and *The Dial's* quotation from Professor Mahaffy, gave no cause for offense. Yet a writer in the *Library World* for January replies to these criticisms by comparing certain American and British libraries, with a view to showing that American libraries are extravagantly managed, while their work is in no way superior, and on the whole, much less in amount.

The *Library World* is a free lance, and in its independence lies much of the justification for its existence. In its usual irresponsible way the editorial now under consideration is anonymous, and the veil of secrecy is carried so far as to hide the identity of the six libraries compared. Of the three English libraries we will say nothing. Of the American, two are obviously those of Boston and Pittsburgh; the third is unknown to us, as all statistics that would serve as a clue are omitted. Yet this third must be a wonderful place. By subtracting the figures of the known libraries from the totals, we find that the X library must be in a city of 300,000 to 400,000 people, and that with a stock of only 116,000 v., and no cardholders, it has a circulation of 1,372,000! The combined reference,

lending and juvenile circulation of the three libraries is given as 3,775,000, whereas the fact is that Boston alone has about that total. The cost of issuing a book is equally inaccurate. The average salary of those engaged in circulation seems to be reached by dividing the total amount paid in salaries by the total number of persons employed in the library, including, in the case of Boston, printers, binders, painters, steam engineers and firemen. The critic further overlooks the fact, explicitly stated in both the Boston and Pittsburgh reports, that the very large reference use of those libraries is not included in their statistics.

The figures are altogether too inaccurate to allow of serious discussion, but they prove the case with great satisfaction to the writer, and he indulges in much sarcasm and irony at the prodigious size of American library staffs, the hysteria of American library activities, and the staleness of American library ideals. The onslaught makes amusing reading, and we have no doubt that many of the writer's compatriots have laughed at his outburst of insularism. Americans are content with the deliberate and mature judgment of the representatives of the Manchester committee, who visited libraries of every description and size during their six weeks' stay in this country, and reported on their return that they were much impressed with the great position that libraries occupy among our educational institutions.

The average cost of issuing a book in the United States may be higher than in the United Kingdom. But the standard of comfort is higher here, and the rewards of labor and of professional service are in general much greater. Our critic is again on the wrong track. Instead of pointing out to ratepayers that British library service is cheaper than American, he ought rather to hold up American salaries in contrast with the pitifully low salaries so often paid at home. English municipal public libra-

ries are doing excellent work, but they are hampered by the parliamentary limitation of the library rate. Our critic would be better employed if he were trying to raise or abolish this limit. A larger income would allow a greater expenditure on the staff, and this in turn would insure a body of assistants with higher standards of living, of education, of training, and of efficiency. With a broadened outlook and a chastened enthusiasm a library's usefulness would no longer be measured mechanically by the volume of its output, but by the quality of the service it renders to the individual and to the community.

ANDREW KEOGH.

New Haven, Conn.

Shall the A. L. A. Remain Democratic?

It is only a few months until the members of the A. L. A. will be called to vote for the second time on the revision of the constitution of the association. The first vote was taken last June at the Minnetonka conference. At that time only a small portion of those in attendance voted on the question and probably most of those did not fully realize the importance of the changes contemplated.

Some of the revisions are very desirable, especially those which change the personnel and method of electing the executive board and increase its powers in administering the business affairs of the association.

The undesirable features relate to the complex organization of the council, which now consists of the executive board and 25 members elected by the association. The new council is to consist of the executive board, all ex-presidents of the association, all presidents of affiliated societies, 25 members elected by the association at large and 25 elected by the council itself.

Objections to these changes are: 1) They needlessly raise the size of the council from 32 to about 75. Why this increase? If the purpose is simply to make it more inclusive, why stop at 75?

Why not raise it to 100? If the present number is not sufficiently representative, it is not probable that the association at large will be better represented by 25 more in whose election it has no voice.

2) The function of the new council shall be to consider matters of library policy or practice, but should the association desire to pass a resolution on a subject of professional interest, it can do so only by a three-fourths vote, otherwise it must first refer the subject to the council; if the council decides by a two-thirds vote to recommend it to the association, then the association may consider it. It seems at least doubtful whether this tied-up plan will tend to "promote the welfare of American libraries." It is more likely to foster the feeling that the members in general have not sufficient voice in the affairs of the association.

3) The method of permitting the council to elect its own members is undemocratic. For the association to have within its organization a close corporation of this kind with self-perpetuating power and power to control the policy of the association is foreign to the American idea.

Three years ago the American Library Institute was formed as an offshoot of the A. L. A. It is proposed to assign to the new council functions practically the same as those which the institute aims to perform. Some of the same forces which brought forth the institute are now pushing constitutional revision. If the revision succeeds, it is admitted that the institute will probably disband. Now, if the institute is a useful organization, let it continue independently. If it is not proving its usefulness, then let it die a natural death. Under no consideration should it be grafted back onto the main body before it has demonstrated its fitness to survive.

The A. L. A. has grown from small beginnings to be a large and influential body. Whatever revision is made in its constitution must retain the features which have contributed so much to its growth and development, namely, good-

will and good-fellowship and the full and free interchange of thought and opinion, whereby the combined experience of the members of the profession has been utilized in perfecting methods and accomplishing results. Nothing should be done to diminish the loyalty and enthusiasm of the members at large by creating a favored circle within its ranks and perpetuating that circle in its organic law.

The objections to the present organization of the council can probably best be remedied by completely abolishing the council. This view is held by a number of its own members and is embodied in Mr Dana's draft of a new constitution, published in the February number of *PUBLIC LIBRARIES*. That draft deserves careful consideration, as it presents the simplest solution of the revision problem.

W.M. F. YUST.

Louisville, Ky.

The New Copyright Law

To the Editor of *PUBLIC LIBRARIES*:

The following is the complete text of the new copyright law, in so far as it affects importation by public libraries:

Provided, however, That except as regards piratical copies, such prohibition (of importation of foreign copies) shall not apply:

To any book published abroad with the authorization of the author of copyright proprietor when imported under the circumstances stated in one of the four subdivisions following, that is to say:

1) When imported, not more than one copy at one time, for individual use and not for sale; but such privilege shall not extend to a foreign reprint of a book by an American author copyrighted in the United States;

2) When imported by the authority or for the use of the United States;

3) When imported, for use and not for sale, not more than one copy of any such book in any one invoice, in good faith, by or for any society or institution incorporated for educational,

literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, or for any college, academy, school or seminary of learning, or for any state, school, college, university, or free public library in the United States;

4) When such books form parts of libraries or collections purchased en bloc for the use of societies, institutions, or libraries designated in the foregoing paragraph * * * * *

The following section is also of interest, as it is the section which prohibits control of the retail price of a copyright book by the publisher:

"That the copyright is distinct from the property in the material object copyrighted, and the sale or conveyance, by gift or otherwise, of the material object shall not of itself constitute a transfer of the copyright, nor shall the assignment of the copyright constitute a transfer of the title to the material object; but nothing in this act shall be deemed to forbid, prevent, or restrict the transfer of any copy of a work copyrighted under this act the possession of which has been lawfully obtained."

The new copyright law was unanimously recommended by the house committee on patents, and unanimously by the Senate committee. It passed the House and the Senate without any division, and without any extended debate. The act goes into effect July 1, 1909.

May I add a personal word? Throughout this work on the copyright bill I have carefully refrained from any statement reflecting on any person, and in no instance have mentioned any person's name, either before the committee, or in the public press. I have treated my opponents as acting from business motives, not from dishonest ones. If in my action, I have seemed to reflect on the motives of any person, I wish here to disavow any such intention.

Now that this is done, may I ask

every librarian to watch carefully for any provision in the new tariff law that will curtail our privilege of duty-free importation, and to act promptly when called upon to protest against any such provision? There may be no need for such action; but if it is needed, it will be quickly needed.

W. P. CUTTER,
Secretary Library Copyright League.

Shelves Around Reading Rooms

Charles C. Soule, Boston, Mass.

When the Brown university library plans were under consideration, Mr Dana of Newark wrote Mr Koopman, protesting against shelving the walls of a reading room, because it required so much space that might better be given to readers.

At first thought this protest seemed unsound and almost revolutionary, but a little calculation proves it to be serious. Wall shelving (including base and cornice) has to be practically a foot deep, even without a projecting ledge. One foot around the outside of a room is a considerable slice off the floor area. But shelves are of no use without easy access, and where wall shelves are used, there ought to be a three-foot aisle in front of them, to allow passage both ways and stooping to get at the lower shelves. One foot for shelving and three feet for an aisle around the outside of a room, cut off a large percentage of seat-and-table capacity. In a 30x50 room, for instance, wall shelving and aisle would take up one-third of the floor space. If shelving were eliminated the outside tables could be set against the walls and 50 per cent more readers could be seated. Inasmuch as needs in a library usually outrun available funds, this increased seating capacity means just so much more usefulness within necessary limits of cost.

Again, where walls are shelved seven or eight feet high all around a room, the windows have to be set high, and the height of the room must correspond.

A lofty room means increased cubic contents for the building, and an increased cube means greater cost. If wall shelving is omitted, the windows can come low, and the room need not be so high, with less cost for the same area, or more area for the same cost.

Mr Dana's position seems, therefore, to be sound from this point of view. But is there not another phase of the matter still more important? A reading room ought surely to be as quiet as possible, with a minimum of motion and noise. If wall shelves are filled (as they generally are) with live books, these are useless unless they can be freely inspected and handled. To inspect and handle them readers (or attendants, or both) must go to the shelves between and around the reading tables, with constant movement and disturbance. If not thus handled the books are useless, and the space taken by wall shelves is wasted. If they are much handled the reading room cannot be quiet, and methodical study or serious reading becomes difficult.

This inference would seem to hold good as to nearly all general reading rooms in public or college libraries. It may not apply to small one-room libraries, to private or club libraries, or to libraries of learned societies or of small colleges, where readers are comparatively few.

If wall shelving in reading rooms is given up, close access of readers to books can be provided for in several ways. An adjoining stack-floor on the same level with good light and wide aisles; wall shelving or floor shelving in an adjoining room or hallway; wall shelving or shallow alcoves along the interior wall of the reading room next the entrance where there must be movement, leaving all the rest of the floor toward the windows for seats and tables; any one of these plans will enable a reader to choose his books without disturbing other readers, and then go to his table for undisturbed study.

A. L. A. Committee on Binding

Specifications for book cloths

The Bureau of standards in Washington has formulated specifications for book cloth for binding depository sets of public documents. These specifications have been submitted to the book cloth manufacturers by the public printer and the government is now purchasing cloth on bids based on the specifications. Following are the specifications:

Fabric

The fabric shall be made from first quality staple cotton, uniformly woven and of a grade known as "firsts." The weave shall be two up and two down in the warp and one up and one down in the weft.

The gray cloth shall consist of from 33-36 threads per centimeter (85-90 per inch) in the warp, and 12-15 threads per centimeter (30-38 per inch) in the weft.

The surface shall be finished smooth and hard and show no tendency to stick when folded upon itself.

Thickness, tensile strength and weight

The thickness of the finished fabric shall not exceed .30 millimeter (0.012 inch) or be less than .20 millimeter (0.008 inch). The tensile strength of the gray cloth shall not be less than 18 kilograms per centimeter (100 pounds per inch) of width in the warp and 9 kilograms per centimeter (50 pounds per inch) of width in the weft. The average value for the warp and weft in the finished fabric must show an increase over the average value for the warp and weft in the gray cloth of at least 10 per cent of the strength of the gray cloth.

The finished fabric, when dry, shall weigh not more than 260 grams per square meter (0.5 pound per square yard), or less than 200 grams per square meter (0.4 pound per yard).

Absorption of moisture

At a normal relative air humidity of 65 per cent it shall not absorb more than 5 per cent of moisture, or expand (an

average of both directions) to exceed .45 per cent, and when subjected in a closed case to a saturated atmosphere for two hours, at a temperature of 20 degrees C. (68 degrees F.), shall not absorb more than 10 per cent of moisture, or expand (an average of both directions) to exceed 2 per cent. All increases to be computed on the basis of the dry weight and dimensions.

Folding endurance

The folding endurance as determined by the Schopper folder shall be not less than 65,000 double folds for the warp and not less than 10,000 for the weft.

Color

Before coating, the fabric must be dyed with a purely mineral or inorganic color (such as iron salts), so as to imitate the color of the finished cloth, but somewhat lighter in shade, so as to give the desired "linen" effect. All coal-tar, aniline, vegetable or other organic dyes and lakes must be strictly excluded from both fabric and coating, even in traces. The following substances must be also excluded: Chrome yellow and other chromates, ultra-marine, browns containing bituminous or other organic matter, compounds of lead and arsenic.

The color of the finished fabric should be slightly darker than the standard sample, which will be furnished on application, and it must not show the slightest change of color after exposure under prescribed conditions to direct sunlight or to the action of ammonia gas, sulphuretted-hydrogen gas, sulphur-dioxide gas or illuminating gas.

Resistance to mold and insects

The finished fabric shall be immune to the growth of mold or the attack of insects.

Note.—For the present some latitude will be allowed in the enforcement of this requirement, since definite knowledge of the causes and the methods of prevention are still lacking. Experiments have shown that book cloths have been produced which meet the requirements.

Tests

Physical and chemical tests to verify the properties required by these specifi-

cations will be made according to the standard methods for testing book cloths as used by the Bureau of standards, copies of which can be obtained on application.

The committee's suggestion

These specifications as formulated by the Bureau of standards not only apply to cloth for government documents, but may also be used by all librarians in selecting cloth for ordinary library binding. The tests of the cloth, of course, cannot be made by librarians themselves, but the A. L. A. committee on binding is authorized by the Bureau of standards to state that it is able to make tests according to these specifications, though it will be obliged to charge a fee for the work done. A permanent schedule of fees has not yet been established and charges would depend upon the quality of tests required and the properties determined, and would cover only the actual cost. Cloths conforming with these specifications can be made by all the book cloth manufacturers, and librarians should make an effort to get them.

Some Notes on Children's Books*

On the subject of picture books and books for the smallest children, Miss Hassler said that they should not be of such a character as to ridicule those things which children are taught to respect. She condemned severely the colored supplements to the Sunday newspapers, which are based upon bad ethics. Anything that makes light of the courtesies of life is to be avoided. The caricature has no place in books for children. Such books as Father Goose and the Denslow books should have no place in the children's room. Among the best illustrated books for children are the Caldecott books, those by Walter Crane and Kate Greenaway, the Deming Indian books, Boutet de Monvel's beautiful Joan of Arc and

Jessie Wilcox Smith's Rhymes of real children. She advised the use of the Dean rag books for the smallest children.

The first literature of childhood is the literature of Mother Goose; the first pastoral of childhood is Little Bo-Peep; the first tragedy, Ding Dong Bell.

Fairy tales follow naturally after Mother Goose. In selecting fairy tales beware of the modern ones. They are a jumble of science and other things. Always buy the old ones first. In coming down from generation to generation, all that we can afford to lose from the old tales has been lost, leaving them in their purest form. Grimm's tales are best in this respect. The best compilation of fairy tales and the most inclusive is Scudder's Children's book. When a library can afford to buy only one collection, buy this one. The difference between Andersen and Grimm is, that Andersen is daintier, more exquisite in fancy, more flower-like, while Grimm is harder and more vigorous. Frances Hodgson Burnett is incapable of writing a good fairy tale on account of her artificial life. Her philosophy is not high and true enough to interpret fairy tales to children. The child who develops under a long course of fairy tales finds it easier to exercise faith in the Unseen, to believe in God. The best of the fairy tales were not written by unknown women as modern ones are, but by great men who have turned to the folk tales and such sources for their material. The Grimm brothers wrote the best dictionary of their time, but they are now best known by their fairy tales. Andersen wrote other things, but his fairy tales are best. Lewis Carroll was not only a literary man, but a scholarly and learned mathematician. He wrote Alice in Wonderland. Jacobs is the best modern writer of fairy tales. He is a great student of folk-lore. Blumenthal is a strong, vigorous writer of Russian fairy tales. Do not try to run the children's room without the Heart of Oak books.

*Taken at lectures given by Harriet E. Hassler at Indianapolis, 1907, and reported by Miss Saltmarsh of the children's department of Indianapolis public library. Read before Indiana library association, October, 1907.

Greek myths come in with the old folk-tales. To children they are fairy tales, not religion, and should not be put in religion. In Portland, the Greek myths are put at the beginning of Greek history for children. This would be considered a heresy by many. In most libraries, the King Arthur legends are put in mythology. In Portland, they are put in early English history. The simplest of the cheaper editions of the King Arthur stories is the *Legends of King Arthur* by Frances Nimmo Greene. For the older children, the best edition is Sidney Lanier's *Boy's King Arthur*. This version is the best for story telling. The best of the longer versions is Howard Pyle's *Story of King Arthur and his knights*.

The Asgard stories come after and supplement the Greek stories. Hamilton Wright Mabie's Norse stories retold from the *Eddas*, Keary's *Story of Asgard*, Litchfield's *Nine worlds* and Abbie Farwell Brown's *In the days of giants* are among the best.

Others may be ordered from the Pittsburgh list on Norse mythology.

Children all know the Greek and Norse myths, but listen vaguely to the story of St George and the Dragon and other Christian myths. The best book of these myths is Amy Steedman's *In God's Garden*. It takes the place of Chenoweth's *Stories of the saints*, which is out of print. Stockton's fairy tales are always pleasing and attractive.

Joel Chandler Harris has given us the folk-tales of the South. Any child who does not know these stories has lost part of his rightful heritage.

Mrs Craick's *Little lame prince* and The adventures of a brownie and Jean Ingelow's *Mopsa the fairy*, are good. Kingsley's Greek hero stories can be had in a most attractive cheap edition in the *Told to the children* series at 50 cents each.

Lang's *Blue* fairy book is his best. It is reprinted in six or eight little books called *Fairy tale readers*, which sell at 20 and 30 cents each. In a small li-

brary, it is always better to buy these small books rather than one large one, as more persons can be served. Always be on the alert for new and pretty editions of MacDonald's *Princess*, and the *goblin and The princess and Curdie*.

Watch your editions of Arabian nights, Lang's edition is not safe. Read it through and you will never give it to your small sister. Hale's is better. The Raspe edition of *Munchausen*, published by Heath, is the best edition of these stories.

Animal stories come next to fairy tales as dealing with things most familiar to children. Some striking examples of good animal stories are: *Beautiful Joe*, *Black Beauty*, *The Jungle books*, and *Jack the fire-dog*.

When an author has produced one good book, always watch for the next one as it may not be up to the standard. Marshall Saunders' *Beautiful Joe's paradise* is a monstrosity and a failure. French's *Reform of Shaun* is one of the latest good animal stories. Segur's *Story of a donkey* is good. The Pittsburgh library has a good annotated animal list that will help in the selection of books. Beware of some of Ernest Thompson-Seton's books, some of which are a delusion and a snare, having little reading matter, wide margins and few illustrations, such as *The trail of the Sandhill stag*. Fortescue's *Story of the red deer* is a better deer story, and is cheaper. In the Portland library, Drummond's *Monkey* that would not kill was voted the best of the animal stories. This may be followed to advantage by Miller's *Four-handed folk*, which describes different kinds of monkeys. For wild animals, use Bostock's *training of wild animals*. No boy who enjoys going to a circus would fail to enjoy Du Chaillu's *In African forest and jungle*, which is the best of his books.

The selection of fiction in a children's library is one of the most difficult questions. An author seldom keeps up to the standard. Miss Alcott's *Little women* is the very best girls' book we

have had. Rose in bloom should be withdrawn from the children's room, as it is too distinctly a love story, too grown-up for children. In a home story for girls, see that it is a commonplace story, the home-life clean, wholesome and without a breath of scandal.

It is not the business of children to meddle in or manage the affairs of grown-ups, as is frequently the case in the stories in some of the children's magazines.

There is not a harmful thing in any of the Little Colonel books. They are pretty and sweet, but not strong, simple and wholesome in the way we want children's books to be. In buying books, buy the Alcott books first. Leave out Mrs Burnett entirely. Buy the best of Susan Coolidge's, the Katydid series. In Portland, Ellen Douglas Deland is a favorite. Her Katrina Malvern and Oakleigh are good. Dodge's Donald and Dorothy is good. Jackson's Nelly's silver mine is one of the best. Lucy C. Lillie's and Plympton's are "border line" books. Anna Chapin Ray has written a good series in the Teddy books, although Teddy is rather snobbish. Richard's Hildegarde series is for younger girls. You cannot get on without these. The Margaret series is really more interesting. We cannot leave out Heidi by Spyri, which is one of the nicest we can find. Shaw's Castle Blair is good, lovely and true. Ewing's stories are for younger girls, but they do not like to read them for themselves, with the exception of Jackanapes and Six to sixteen. Jamison's Toinettes' Philip is a sensational novel for small people. Caroline Well's books are popular. They are wholesome and clean, although there is little to them. Get Betty and Patty Fairfield and the sequels. Webster's When Patty went to college is a charming boarding-school story.

For the boys, Barbour is always the best writer of school stories. These are stories of one school and are all safe. Do not get Champney's Vassar girls series. They are weak, watery love

stories woven together with a thread of travel and are a slander on dear old Vassar. Champney has written some clever animal stories, among which are Pierre and his poodle. The Bimbi stories, by De la Ramé, are very attractive and sweet. Never let the children suspect that Ouida, the author of the sensational novels, is the same as De la Ramé, the author of the sweet stories for children. For that reason, her stories are always entered under the real name in the children's department.

There is danger in Henty. His boys are absurdly brilliant, invariably trying to teach their elders how to do things. The turning of the tide of battle usually depends upon the presence of his boy heroes. If you cap Henty's books with history and biography they serve as good stepping stones. Cooper's Leather stocking tales are good. Do not buy the later books by Munroe. John Trowbridge's (not J. T. Trowbridge) Electrical boy and Three boys on an electrical boat are as sensational as any of the Nick Carter stories. It pays to read every book, as in that way you find why you cannot accept all books that appear even in such lists as Miss Hewin's, which includes these books. The fact that Mr Trowbridge is a Harvard professor does not insure his success as a writer of stories for boys.

When it comes to Bible stories we have to leave the children to choose their own. Many people who love children write Bible stories that are slushy and tiresome. In giving out Bible stories we must discriminate and not give New Testament stories to a Hebrew child.

For general collections of poetry have as many good ones as you can. The whole value of your work depends upon whether the books you have are worth while. The actual reading of books may be just as harmful as it is helpful if the books are not of the right sort. It may break down standards. Use every legitimate means to get books read, advertising methods, bulletin boards, etc.

In new communities, it is legitimate to do the popular thing to win the people. The freer the children are the better. Have a separate charging and discharging desk and have the charging desk near the door. Perhaps there is too much idealizing and theorizing, but one cannot be too careful about rules. Make no rules to break. Associating himself with the library is the child's first voluntary connection with the outside world. As a free citizen he assumes certain obligations for certain privileges. So often there is a lack of respect for law that we should have the laws which the child meets as nearly perfect as we can. In order to put the children's room in proper relation to the home, not in opposition, inclose with the application a letter asking for the indorsements of the parents on the certificate. Have a separate registration desk for the children and have them sign at the library.

Miss Hassler is strongly in favor of keeping a record of the child's reading on his library card, as the best means of knowing what he has read in order to guide his reading. As to the dividing line between the children's room and the main department, do not take a definite age, but a certain grade in the schools. In sending the children from the children's room to the main room send a personal note to the attendant at the desk, or fix a special transfer day, say the last Friday in the month, at four o'clock, and go with the children. See that they have read the standard books for children before they leave the children's room. Have some one explain the arrangement of stacks and classification in the main room and recommend authors whose books they would be apt to enjoy.

The story hour is not for general entertainment, but as used in the public library must be a direct introduction to books. Miss Bryant, in her *How to tell stories to children*, insists that a story must be a work of art as an excuse for being and that it must have a

message of beauty. The librarian has no right to tell stories simply to amuse, as she is paid for library work. The story hour ought to be a direct guide to the children in their reading.

Remember that the children's room is a part of the library and not a kindergarten. Make it attractive and cozy, but dignified, and not too much like a play room. It should be light and sunny. The safest colors for the room are the buffs and yellows, as they reflect and refract the light. Carry out your color scheme in all your furnishings. There is nothing more cozy than a fireplace. Have low tables with chairs in three sizes. Select your pictures with care. Attractive pictures may be cut out from the soiled books, the Caldecott and others, and mounted for use in the room. Pictures must say something and have a message to keep up their dignity and influence as good pictures.

Children's Favorite Books

An interesting article on children's reading appears in *Harper's Weekly* for December 26, called "The world's largest circulation library." It is an account of the library work done in the New York public schools, where over 6,000,000 books are used in a year.

"A year ago the pupils of the grammar grades were asked to write short reviews of their favorite books in the class library, and these reviews, numbering several thousand, written without any knowledge on the pupil's part of the use to be made of their opinions, were collected and tabulated in the bureau of libraries, and the following list made, in order of popularity:"

Little women,
Sara Crewe,
Uncle Tom's cabin,
Black Beauty,
Birds' Christmas carol,
Robinson Crusoe,
Rebecca of Sunnybrook farm,
Old-fashioned girl,
Grimm's Fairy tales,
Evangeline,
Alice in Wonderland,
Little Lord Fauntleroy,

Litt'le men,
Revolutionary maid,
Five Little Peppers,
John Halifax,
Bow of orange ribbon,
Under the lilacs,
David Copperfield,
Hope Benham,
Trinity bells,
Eight cousins,
For the honor of the school,
Girl of '76,
Ivanhoe,
Little lame prince,
Oliver Twist,
Ramona,
Story of Betty,
Andersen's Fairy tales,
Donald and Dorothy,
Lady of the Lake,
Merchant of Venice,
Christmas carol,
Blue fairy book,
Huckleberry Finn,
Julius Caesar,
Man without a country,
Patty Fairfield,
Robin Hood,
Tales from Shakespeare,
What Katy did at school,
Beautiful Joe,
Gypsy Breynton,
Jackanapes,
Miss Lochinvar,
Search for Andrew Field,
Wonder book.

Books That Boys Like

In a recent correspondence with Mrs Laura E. Richards concerning books for boys, she referred to the following list as covering material which, in her judgment, were the grown-up books that children will like or ought to like, adding, the two things do not always go together, but most often they do:

Dr Kane's Arctic explorations; Francis Parkman's Discovery of the Great West, and indeed all Parkman's histories; Lord Dufferin's Letters from high latitudes; Buell's Life of Paul Jones; Washington Irving's Conquest of Granada; Scott's Tales of a grandfather; Smiles' Scotch naturalist; selections from the Autobiography of Benvenuto Cellini; Henry M. Stanley's Through the dark continent; Howard Pyle's Robin Hood; Laboulaye's Abdal-

lah; George Meredith's Shaving of Shagpat; Stanley Weyman's House of the Wolf; Story of Francis Cludde and Gentleman of France; Stevenson's Treasure Island and Kidnapped; Charles Kingsley's Westward Ho! and Hereward; Henry Kingsley's Raven-shoe and Geoffrey Hamlyn; Dickens' Pickwick, David Copperfield, Great expectations, A tale of two cities, Nicholas Nickleby, Bleak house, Dombey and son, The old curiosity shop; Waverley's Ivanhoe, The talisman and Quentin Durward, Guy Mannering, Woodstock, Kenilworth, Anne of Geierstein, Old mortality, The monastery and the Abbot, the Fortunes of Nigel, and Rob Roy; Charles Reade's The cloister and the hearth, Very hard cash, Put yourself in his place, Foul play, It is never too late to mend; Wilkie Collins' The moonstone, Armadale; Bulwer's The last days of Pompeii, Rienzi, Harold, The last of the barons; Conan Doyle's The white company, Micah Clarke; Rider Haggard's King Solomon's mines, Allan Quartermain, Eric Brighteyes; Rudyard Kipling's Captains Courageous, The Naulakha, Kim; R. D. Blackmore's Lorna Doone; Shakespeare's A midsummer night's dream, Julius Cæsar, Macbeth, Twelfth night, The tempest and Henry IV and V; The children's garland in the Golden treasury series, Dr Samuel Eliot's Poetry for children, and Whittier's Child life in verse; Henry's Lyra heroica; Percy's Reliques of ancient English poetry, and William Cullen Bryant's Library of poetry and song.

Mrs Richards adds that her judgment on these things is the result of reading aloud to a group of boys throughout one summer. In the morning she always read something with a solid core, true stories of real men who fought and struggled and overcame. "Great!" "Corking!" "Fine!" These were the adjectives that were used. If a boy says "very interesting" it usually means there is something wrong with the boy—or the book.

Work with Schools

The following is reprinted from some circulars of the Buffalo public library, because more than one reader of PUBLIC LIBRARIES will be glad to copy the whole or a part of them for their own work with schools:

To the classes of 1907 and 1908 of the public schools of the city of Buffalo:

Ever since you entered school at the first grade, you have had the use of books which the Public library has been sending to the school for you to read for pleasure and benefit, or you have had books from your own school library.

In a short time, you will finish the grammar school, and some will go to work, some will go on through high school, and some on still further, through college.

Not all of you can go to college, and to those of you who cannot, this letter is specially written. A college education is a great thing, but a greater thing still is the education that a man gives himself, and that education the man who cannot go to college may have if he will.

A college education is learning in a few lines of knowledge during a few years. The education which the public library opens to every man is in all lines of knowledge, continuing his whole life long.

Those things which a man needs to know for the sake of his work—knowledge—are told in books; those things that a man needs to know for the sake of his character—wisdom—are told in books; those things that a man needs to know for his pleasure—amusement—are told in books.

The public library has books of all kinds, and, for the asking, they are yours to read. There are people at the library whose work it is to know books, and they will act as guides for you if you will tell them of your needs.

When you come to the library, ask at the receiving desk for someone to show you how to get books and how to use the library.

PLEASANT ROADS FOR YOU!

All the lesson-learning of our school-days is as if one should take us to the opening of a long road and say, "Let us walk this way together. I can go only a little way with you, but the road is more and more interesting the further one goes, and if you will, you can, by and by, go on alone."

All these roads are almost like roads into fairy land, too, for in whichever path you choose there are great folk who will go with you and suggest how you may go on even further. These guides are books and if,

for example, you should choose the History road, John Fiske is ready to start with you from where teacher and school book leave you and will lead you on to John Richard Green and on even to the great "Father of history" himself, old Herodotus, who tells some of the best stories of them all. These names are only examples, and if you like Travel or Mathematics or Birds or Animals better, just as interesting traveling companions wait you there.

You will find one of the great pleasures of life in traveling quietly along one of these roads. The public library has all the books. Its use is free to you. Come and see.

BUFFALO PUBLIC LIBRARY.

* * * * *

The schools and the library in Springfield, Mass., have long worked in the greatest harmony, and there is a constant effort to make the relation closer and more intimate. More than 10,000 library books are in use in the school classrooms at present; and teachers are constantly referring pupils to the library for reading and study. The following letter was sent last fall by the library to every teacher:

First of all this year we want to ask you for suggestions for making the library more useful to the schools, the children, and yourselves.

The closer the co-operation between the library and the schools the more intelligent will surely be the work for the children. Will you not, besides instilling to them a genuine liking for good books, encourage them to come to the library, so that they may form a habit which will continue after they leave school?

We are glad to meet pupils sent here individually for reference; and if teachers in the higher grades will bring classes here by appointment we will gladly tell them of the resources of the library and the methods of gaining access to them.

All but a very few of the teachers in the primary and grammar schools take sets of from 25 to 50 books for classroom use. We want to be sure that in the few cases where these books are lacking in the classroom it is not the fault of the library. If the right books are not available or if a change in sending them out would be more helpful, we shall cordially welcome suggestions. Books are delivered free of charge, and may be selected by the teacher or will be selected by the library if the teacher prefers.

For supplementary reading through the five primary grades, special sets of 25 books, adapted to the work of each half year, are

available. These were chosen by Miss McConkey and the children's librarian in consultation, the two sets for the fifth grade being prepared last summer.

Additions are constantly made to the already extensive picture collection, designed to illustrate school studies. Many pictures are clipped from recent periodicals to keep the collection abreast with current topics. If material wanted is not found, the library will procure what is needed just as far as may be possible.

We have made an especial appeal to teachers to insure careful handling of the books and have met with a very kind response. If we can but work together to increase the children's respect and care for books, the library can improve the condition of the collections sent out.

Actual Coöperation Between Libraries and Schools

In an investigation some time ago, as to how far the theory of coöperation between libraries and schools was put into practice, letters were written to a number of libraries. Most of these libraries responded with an account of work actually done. Extracts from only a few reports are given here. No attempt is made to make a comprehensive showing.

New York

The school department of the New York library attempts to meet the school requirements by allowing teachers to have as many books as they need "without limit as to number," to be retained for six months if desired; by liberal purchase of books for teachers when the supply of the library is not equal to the demand; by having an attendant from each branch library make frequent visits to the schools near each branch; by maintaining in every public school and in many other schools, regular bulletins for the posting of notices from the library, of interest to both teachers and pupils; through acquaintance with school programs, meeting the reference demand from the elementary schools by such collections as will enable a boy or girl to find in the library "never out" the book needed in school work. This collection is designed for

a reference library for children, apart from other school needs, containing books on all manner of interests to boys and girls. The collection numbers about 1000 v., and has this year been placed in nine of the branch libraries. Large placards telling of the books have been printed and posted in every school room of the five upper grades of the elementary schools. The collection is intended to meet the demand of pupils and teachers and not a demand specified by the library. In the branch libraries there are 30,000 books on educational subjects. Current numbers of leading magazines for teachers in various languages are included in the teachers' collection. A library consisting of books, approved by the board of education for school use and teachers' reference, is placed on exhibition. Teachers by arrangement take classes to the branch libraries for instruction in the use of dictionaries, encyclopedias and other books of reference, and in the use of card catalogs, contents and indexes.

Cleveland

The Cleveland public library work is not unlike that done by the New York public library. Seven children's rooms in branch libraries are in charge of carefully trained librarians. The public library provides high school libraries, grammar school libraries and class room libraries. In most of the eleven branch libraries the juvenile attendance is from one-half to three-fourths of the total attendance. Thirty small collections of books are placed in the homes of the less fortunate children. Last year 500 children were personally introduced to the book treasures by this method. A supervisor of clubs was appointed last year to help organize the 2000 children who wanted to form reading and debating clubs. These clubs meet in the library buildings. Special lists for teachers and pupils are issued, and a quarterly publication, called *The Teachers' Leaflet*, is planned for parents and teachers.

Pittsburgh

The work of Pittsburgh is too well known to dwell upon. It might be mentioned that nearly one-half of every branch building of the Carnegie library is devoted to the children. The children's librarians go to the schools and tell stories to the children, they attend the teachers' meetings, and take part in their regular programs.

Chicago

Chicago is probably lowest on the list of all the cities in regard to the organized work between the library and schools. The libraries of the school of education and of the Chicago normal school, render effective service with the small means at their command; but these are hardly large enough for the special demands that are made upon them. The absence of branch libraries in Chicago, there is only one, and the fact that the books do not circulate through the 72 delivery stations except on call is a sad handicap to the coöperation between libraries and schools. The one branch library does good work with the schools as far as its means permit. It reaches two schools.

No member of the library staff has the special duty of looking after the needs of the schools. Books on educational subjects are purchased as any other books of interest to the public. Teachers may draw out six books at a time on their personal card, but the public library reports show that few have availed themselves of the privilege and the majority have drawn fiction. Any school may borrow 50 books for school room use on the principal's personal guarantee for their safe return. This deters most of the teachers from using the library privilege, and the matter of transportation of the books is also a burden on the teacher.

A special reference room is maintained for young people at the main library; but it can touch only a very small fraction of the school children. Story hours are provided for by out-

side clubs in several of the park house reading rooms.

The reference librarian at the main library has added to her other duties, many excellent plans for assisting the work with schools, but for lack of the right machinery to carry them through, most of their full value is lost.

There is in the school board rooms, what is known as a teachers' library. It is open six hours a week and contains only such books as have been donated by the publishers. The collection contains many valuable books, but is wholly without selection, and no one is specially charged with its care. When a new grade school building is opened, \$100 is appropriated for the library and books must be purchased from a list approved by the board of education. \$20,000 is spent for supplementary readers, which are distributed to the various schools, becoming the property of that school. But these are only incidental to the equipment of the school. No account is given them as far as library work is concerned. The teachers in many of the schools give entertainments and raise money for the library, and be it said to the credit of the teachers, there are many such collections scattered throughout the city. Here and there in the teachers' force is an individual teacher thoroughly alive to the children's need of books, who personally is carrying books back and forth from the public library, indexing the material she has accumulated and contriving schemes whereby she can accumulate more.

Buffalo

Buffalo, with its open-shelf rooms, its special school collections and systematized school work, is probably too well known to need repetition of the most excellent story of its work. On another page of this number is described a feature that was of considerable interest last year, relating to leaflets sent to the boys and girls in the public schools to acquaint them with the desire of the library to be helpful to them.

Dayton

The Dayton (Ohio) public library reports that the lines of helpfulness toward the schools are about as follows:

1) Special teachers' privileges of drawing 10 books at a time for one month for their own use.

2) A growing collection of about 5000 children's books circulated through the school rooms.

3) School reference department in which children are given aid in looking up school questions.

4) Teachers' reference collection at the main library.

5) Branch libraries in school buildings, open after school hours for all residents of the district.

6) Instruction course in the use of the library and children's literature in City normal school.

7) Temporary deposits of books in the high school along the lines of their courses of study.

Cincinnati

The work in the Cincinnati public library for the schools and the juvenile readers has received special attention. The children's librarians are encouraged to affiliate themselves with associations that make a study of child problems. Time is allowed them to attend meetings where the child is the subject of discussion. Special privileges are granted to teachers. Special books are bought for teachers, following special courses of study. Clubs are organized and conducted by the library for the purpose of training children to use the library. Story hours and illustrated lectures are given to lead to better reading. Collections of colored photographs and mounted prints, stereopticon pictures and slides are lent to the schools. Six sets of books in the course of the Ohio teachers' reading circles are lent to the local reading circles. Small collections of books are lent to the Home library circle, whose work is carried on by volunteers from clubs in the city.

Kansas City

In Kansas City, since 1902, all the school buildings erected have library rooms equipped with book cases, tables and chairs. The library supplies the books and attendants. The books are packed in canvas bags containing about 100 volumes and are conveyed to and from the schools by wagons furnished by the board of education. The number of books sent range from 150 to 500 volumes, according to the size of the school. Books are extended at various periods from one to six months. Teachers and children are asked to send in lists of books they specially want. Most of the success of these sub-stations has been due to the interest of the principals and teachers who are enthusiastic.

A large room in the main library building is set apart for the use of high school students. The teachers of the high schools and upper grades notify the reference department in advance the subjects to be studied, and the material is sent to the rooms and held in reserve for one week. A supervisor whose duties are visiting the various school branches, ascertaining the class of books required by the different localities and aiding the schools wherever possible, is supplied by the library. Application blanks for library cards are supplied to each child on his entrance to the third grade.

Indianapolis

The Indianapolis public library has always held the closest relation to the public schools. Both institutions are controlled by the same board. At the beginning of the school year all outlying schools are furnished with small collections of books from 25 to 50, as needed. These books are returned and exchanged as need arises. They are for use in the upper grades to familiarize the pupils with books other than textbooks, and are known as library books. Several schools are delivery stations. A trustworthy boy or girl is chosen for librarian of the building, and each room has a sub-librarian. These lat-

ter, at five minutes of closing time, leave the room with the library books they have gathered together at recess, go to the principal's office and report to the librarian of the building all matters that must go to the main library, fines, renewals, etc. They then pack the books in the boxes which are taken to the main library. The next day, in the afternoon, the order is reversed, and the new books which have just come in are unpacked and distributed in the school room just before the school closes. The librarian and her helpers each lose in all ten minutes of school time each week. The teachers think that this loss is more than made up in the training received in carrying out a bit of routine work.

Each teacher is supplied with a special card on which she may draw six books in addition to her personal card. Special privileges are accorded on any reasonable request. In the children's room special lists of books are constantly being made for the teachers to use in connection with their work. Every holiday or occasion that teachers celebrate has a place in the reference catalog in the children's room. Many of these lists are printed and distributed. When the courses of study for the teachers, prescribed by the superintendent of school, are made out, the library call numbers are added. Special work for children and the schools is carried on in all the branch libraries.

At the main building the children have their own department, where the books are all on open shelves, and where special attendants are waiting at stated times to assist in choosing books. A children's reference room adjoins the children's circulating department and here considerable preparation of school work is done.

Detroit

The Library board furnishes the books, some 12,000 in number at the present time, and the Board of education is responsible for those not accounted for on inventory; it also pro-

vides transportation and the boxes in which the books are sent out.

It is practically a system of traveling libraries through the several school houses of the city, and the books are provided for all children above the second grade. The distribution is made on the basis of the enrollment of the children in the schools entitled to use the books. One of the conditions of the contract was that a record of books used should be kept, to prove whether it is worth while. To make this record the least burdensome to teachers a system was adopted by which the book applicant makes out a receipt which the teacher files upon a spindle or in a drawer. At the end of the month she counts these tickets and enters the total upon a blank sheet ruled for months. The books are permitted to be drawn for home reading, and this circulation is reported at the end of the year.

The books are exchanged five times during the school year to bring around a fresh lot at comparatively frequent intervals. A teacher is allowed to retain the whole or any part of her books as long as wanted, or she is supplied with such books on the list as she may request. Printed lists are furnished all the schools.

The interest of principal and teacher has a very marked influence. Where a principal, and especially a teacher, is interested in what her children are reading, it is plain to be seen that more books are read. It should be understood that the books supplied have nothing whatever to do with the regular school studies, for the most part. The intention is to furnish good literature for supplementary reading, to start the reading habit and to start it right.

Upon invitation, about once or twice every year, the librarian addresses the Teachers' association or the Principals' association, or both, on the matter, aiming to give them information on practical points and to inspire them with greater enthusiasm.

Louisville

The Louisville press recently contained a report of the work with the schools, as stated by Miss Zachert, librarian in charge of work with children. The following is a condensed statement of the same:

The first attempt on the part of the Louisville free public library to do special work for the children was during the summer of 1906, when books from the shelves of the children's room were sent to the five public playgrounds. These books were distributed at regular times by an attendant from the library, one morning being devoted to each playground. The eagerness with which the children availed themselves of library privileges thus extended was proof that a long-felt need was being supplied.

Teachers and pupils asked that some means be devised whereby children living at too great a distance from the library or its branches might procure books. Arrangements were made whereby stations were organized in some of the schools where the requests were most urgent.

There are now nine school stations and three at Settlement houses. Large boxes containing from 250 to 300 books are sent from the library to these schools in outlying districts. An attendant visits each school once a week and there distributes books to the children. These books are not intended as supplementary reading, but rather that the children may become acquainted with standard juvenile books. Teachers and principals are very eager to have books sent to their schools since there is practically no interruption in the regular school routine and because there is a decided benefit derived by children who have formed the reading habit; they are more alert and have a wider general information than when limited only to text-books.

In June the books are returned to the library, checked, repaired and rebound, and new sets are prepared to be sent out when the schools open in the fall.

In addition to the 12 stations there are now 35 class room collections, consisting of from 25 to 40 books, which are sent at their request to individual teachers. These little libraries are usually selected by the teacher from the model collection of graded books on exhibit in the teachers' room.

The teacher can select books relating to her course of study. The fact that the collection is small insures the reading of a better grade of book than when children have a large collection to select from. Teachers and pupils alike learn to know some good books intimately. By keeping the collection in the same class room for a few months the pupils in that class will be tempted to reread at least parts of books, and the rereading of good books cannot be too strongly urged. The books are provided with a simple arrangement for keeping the records, so that a pupil in the class can act as librarian.

A still closer coöperation between the teacher and the library is brought about by the extension of special library privileges to teachers. In addition to the regular readers' cards issued to every patron of the library, each teacher is entitled to a teachers' card with which may be drawn ten books for use in connection with school work.

The teachers' room adjoining the children's room at the main building is daily proving its usefulness.

Here are kept books on pedagogy and methods as well as a model collection of graded books from which teachers may select those books which they wish to have sent them as class room collections.

The 6000 mounted pictures, circulating the same as books which have been used by teachers, is for the last three years filed in a convenient Harvard picture cabinet in this room. This teachers' room, with its equipment and furnishings, has been a great aid in bringing about the cordial relations which exist between the library and the teaching force of our city.

Library Instruction in Normal Schools

Results of replies to a circular sent out from Newark (N. J.) public library. A star indicates a note.

	Students, 1908-09.	Volumes in library.	Instruction in the use of library?	How many lessons?	Obligatory?	Who gives instruction?	Is librarian on the faculty?
1. Bellingham, Wash.	153	10,000	Yes	2 or 3	No	Librarian	Yes
2. Boston, Mass.	340	2,000	Yes and no	No stated no.	No	Teachers	Yes
3. Brockport, N. Y.	178	15,000	Yes	No fixed no.	No	.....	.....
4. Buffalo, N. Y.	470	3,000	Individual	.....	No	No special teacher	.....
5. Cedar Falls, Iowa	2,346	23,027	Yes	*30	No	Librarian	No
6. Cleveland, O.	220	3,000	*No	.....	.....	.....	.....
7. Cortland, N. Y.	420	11,000	Yes	Twice a week	No	.....	.....
8. Genesee, N. Y.	315	6,000	Yes	20	Yes	Librarian	Yes
9. Greeley, Colo.	511	40,000	Yes	1	Yes	Librarian	.....
10. Huntsville, Tex.	577	25,000	*.....	.....	.....	.....	Yes
11. Los Angeles, Cal.	420	18,000	Yes	1 each term	Yes	Librarian	No
12. Marion, Ind.	481 (1904-05)	.....	No	.....	.....	.....	.....
13. Milwaukee, Wis.	406 (1904-05)	14,085	Yes	.....	No	Librarian	Yes
14. Monmouth, Ore.	248	1,000	No	.....	.....	.....	Yes
15. New Haven, Conn.	229	5,068	Yes	.....	Yes	Faculty	No
16. N. Y. City Teachers' Coll.	865	38,225	No	.....	.....	.....	No
17. N. Y. City Normal College	2,400	9,840	Individual	.....	.....	.....	No
18. Newark, N. J.	95	*.....	Yes	12	Yes	*Head of school dep.	.....
19. New Paltz, N. Y.	201	1,300	Course to be given 1908-09	.....	.....	.....	.....
20. Oneonta, N. Y.	347	.....	Course to be given 1908-09	.....	.....	.....	.....
21. Oswego, N. Y.	328	20,000	Yes	20	Yes	Librarian	Yes
22. Peru, Neb.	190	17,000	Yes	18	Yes	Librarian	Yes
23. Plattsburgh, N. Y.	137	7,000	Yes	No fixed no.	No	Lib. & heads of depts.	.....
24. Potsdam, N. Y.	364 (1904-05)	5,000	Yes	20	No	Librarian	Yes
25. Providence, R. I.	283	14,100	Occasional	4	.....	Libr. and teachers	Yes
26. Terre Haute, Ind.	1,544	45,058	Yes	60	No*	.....	.....
27. Trenton, N. J.	159	6,000	Yes	Several	Yes	Librarian	Yes
28. Westchester, Pa.	817	13,000	Yes	4	Yes	Librarian	No
29. Whitewater, Wis.	282	10,691	Yes	10-18	Yes	Librarian	Yes
30. Winona, Minn.	389	13,238	Yes	4-6	Yes	Librarian	Yes
31. Worcester, Mass.	128	8,042	Incidental	*.....	Yes	.....	.....
32. Ypsilanti, Mich.	2,083	31,000	Yes	10	No*	Librarian	Yes

*Cedar Falls, Ia. Planned. At present only one talk is given. It is hoped to make the work obligatory.

Cleveland, Ohio. A three-term course, 36 class hours a term, has been given for the past seven years.

Huntsville, Tex. Teachers of history and literature give classes instruction in the use of the reference library from time to time, teachers accompanying classes to library. The librarian instructs individual students.

Milwaukee, Wis. Two classes a week (for one term?).

Newark, N. J. No school library. School situated a short distance from Free public library. Head of school department of library.

Terre Haute, Ind. May be made obligatory.

Worcester, Mass. No librarian. Care of library divided between teachers and students.

Ypsilanti, Mich. About 125 elect course.

Library of the city of Paris, is scheduled to give a course of lectures in the United States before the Alliance Française.

The annual report of the Los Angeles (Cal.) public library for 1908 is not below its predecessors in point of interest. While the report is plentifully supplied with statistical material, Librarian Lummis adds considerable other material, the flavor of which may be guessed with such headings as "The library as business," "Bonanzas in California history," "Beans when the bag is open," "Hardware needs," "What each book means," "The other fellow," "Notes of progress," "Fiction use and abuse," "Focusing facilities," "Fragrant comparisons," "Reaching out," etc., none of which lose potency in the librarian's well-known manner of handling.

M. Marcel Poete, librarian of the Paris institute of municipal history and editor of the Bulletin published by the

Library Meetings

Chicago—Edwin L. Shuman, literary editor of the Chicago *Record-Herald*, delivered an address before the last meeting of the Chicago library club, March 11, on "How to judge a novel." Confining himself chiefly to the plot, action and characters, he analyzed these elements in detail, illustrating his points with interesting examples from standard and current novels. Among the numerous tests that Mr Shuman suggested for distinguishing good novels from poor ones were those of motive and character. He showed that the popular novel of the hour fails most frequently in naturalness and adequacy of motive in the acts ascribed to the characters. One of his tests of a really good novel was this: "Does any one of its characters live in your memory with the symmetry and reality of a flesh-and-blood acquaintance?" Mr Shuman's address will form part of a book on "How to judge books," to be published within the year.

Connecticut—The annual meeting of the Connecticut library association was held at Yale university, Feb. 3, 1909. About 150 gathered in Lampson hall for the morning session, which was presided over by C. L. Wooding.

J. C. Schwab, librarian of Yale university library, welcomed the association, saying "the chief note of our conventions is mutual helpfulness. We meet to get help and inspiration from one another."

Dr Arthur T. Hadley, president of Yale university, gave a talk on "The library and the modern university." He said that a public library can do something to create and control the demand for certain classes of books, but it exists primarily to meet needs already existing. A university library can create a demand almost as rapidly as it can meet one. It has a powerful influence on the character and work of students.

Research work was absent in the former use of the university library.

It was used by writers of prize essays or by those who read for pure enjoyment. Formerly professors had their own libraries. With the multiplication of books it is impossible for them to buy all they need, so now the library must furnish both professors and students with the newest scientific books, current periodicals and all books necessary for research work.

This research work is admirable, but we should not forget the use of books as a means of enjoyment, nor should we forget the importance of general culture or love of learning.

The treasurer's report showed an expenditure of \$79.33 for the year and a balance on hand of \$43.63. The secretary's annual report showed a membership of 272.

Mr Wooding reported for the committee on printing the *Connecticut Magazine* index, and advised continuing the committee with new officers of the association as its members.

The work of the committee on instruction in mending and bookbinding was reported by Mr Stetson, who said that they had secured the services of a skilled binder who came to the state and gave instruction in mending in five or six cities. The arrangements were made by Anna Hadley, to whom credit was due for the success of the plan. The motion was made that the report of the committee be accepted and that it be discharged with thanks.

The title of the interesting talk given by Andrew Keogh, reference librarian of the Yale university library, was given on the program as "Early printed books in the Yale library." It might also have been called "An outline of the development of printed books."

Beginning with the materials used in the preservation of knowledge, he spoke of the scratching with a hard substance on stone, then the printing on clay when wet, the use of wood or bark, of papyrus, parchment and finally paper.

The form of the books was first a

brick, then a scroll with rollers. It was next folded, and finally stitched.

The binding was first a case to hold the bricks. Vellum was the ordinary material used in the middle ages. It was stiffened by putting in boards.

Printing from movable types was used in China in the 11th century. Single sheets printed from blocks were made in Europe in the 13th or 14th century. We do not know when printing from movable types was first done in Europe. John Gutenberg of Mainz first made it of real usefulness. The first book was probably printed at Mainz about 1456. The first book printed in England was in 1477. Printing was well perfected at the outset, because they tried to rival the work of the scribes on manuscripts. As printing presses became numerous and scribes died out, the quality fell.

The talk was illustrated by manuscripts and books exhibited in the library. Guides were provided by the university to conduct visitors through the buildings both before and after the luncheon, which was served in Memorial Hall to about 160 persons.

Officers elected for 1909 are as follows: President, Andrew Keogh, Yale university library; vice-presidents, Helen K. Gay, New London public library; E. Sheppard Gordy, Derby; Emma J. Kinney, Putnam public library; Mary L. Scranton, Scranton memorial library, Madison; Jennie M. Smith, Watertown; Charles S. Thayer, Case memorial library, Hartford; secretary Florence Russell, New Haven public library; treasurer, Alice W. Emerson, Gilbert school library, Winsted.

Isabel Ely Lord, librarian of the Pratt institute free library, Brooklyn, N. Y., read a brilliant paper on "Being a librarian."

She said that first of all the librarian is a human being. Occasionally we must ask ourselves, For what end was I created? Am I fulfilling that end? in order that we may not get into the habit of spending too much time on details.

Mrs Fairchild has said, "The function of the librarian is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them." This is our part in the world's work.

Statistics of books issued are not a true guide as to results accomplished. Their chief value is for use in comparison.

To get books wanted or needed to the right person we must know books and people; we must care for them and love them. The personal attitude to men and books is the important thing. Common sense and a sense of humor are essential. Technical training is valuable and important because it is a short cut to the knowledge of library housekeeping. But the greatest work of the library school is to give the flame of the burning desire to serve.

We should avoid red tape and use simple terms in place of library technicalities. Observe things in your own library as though outside of it. Put yourself in the place of users. Meet library work each morning with simple friendliness for people.

Dr James H. Canfield, librarian of Columbia university library, made the closing address of the afternoon.

He said that we have come to an age of power, power free, optimistic and intelligent, or it is dangerous. It has shown itself in organization and association. Never before have there been so many individuals who have reached efficiency. The power of the century is the power of the individual. Organization means living together in mutual helpfulness as does also true high civilization. This is the ideal of the American people more than of any other. We are completely dependent on one another. We undervalue minor activities and those who have them in charge.

To secure an appreciation of the value and place of our own work we must have intelligence. Public schools have been established to secure this, not for the children or for the indi-

vidual paying taxes, but for the community. Where public opinion rules public opinion must be enlightened.

About 5.4 school years of education is the average given to each child. This is not enough to fit for successful citizenship. Here the public library steps in and takes the place in the life of the adult which the school does in the child. Recreation, inspiration, information and uplift are received from the public library.

The education of the child in the school is not dependent on his impact with books or the statement of facts, but on his impact with a human being, his teacher. I must come into contact with lives worth living to make mine worth living. The librarian stands to the community as the teacher to the child and the school. She is given the chance of guiding, directing, uplifting, and inspiring the whole community.

We cannot meet the demand for general intelligence with the public school, so we meet it with the public library, which will be found to be just as necessary as the public high school. Our system of public education has two parts, the public school and the public library. Together these will place us as a nation on a high plane of intelligence.

GRACE A. CHILD, Sec'y.

District of Columbia—The regular monthly meeting of the District of Columbia library association was held at the Public library on Friday evening, February 19. The following were elected to membership: Juul Dieserud, Sara Manypenny and William L. Brown, all from the Library of Congress.

The speaker for the evening was Austin B. Keep, A. M., of Columbia university. Mr Keep's address was a lantern slide lecture, "Libraries in colonial New York," and in a very interesting manner depicted the founding and varying fortunes of seven different library movements in New York city up to the time of the Revolution. He sketched the stories of the Trinity Parish library, which owed its origin to the Bray foun-

dation; the Sharpe collection, given in 1713 to found a public library; the library of King's college, later to be Columbia university; the Union Literary society of New York; the Bookseller's circulating libraries, and especially that of the New York Society library. This last is the subject of a large work by Mr Keep, just published by the trustees of that institution and issued from the De Vinne Press.

Mr Keep's illustrations were views of places in New York where these libraries had been kept, of men and women connected with them as founders, patrons or trustees, of books interesting because of their association with these early attempts, and with facsimiles of records. Many quaint bits of antiquarian lore were woven into the talk, resulting in a very graphic picture of early literary New York. Especially happy was his account of Chaplain Sharpe and his early and disinterested efforts in behalf of public libraries.

CARL P. P. VITZ, Sec'y.

New England—The library commissions of the New England states met in Hartford, Conn., February 10. Members were present from Vermont, Massachusetts, Rhode Island and Connecticut. No one was present from Maine and New Hampshire.

On Wednesday evening an informal reception was held.

On Thursday morning a drive through the city enabled the visitors to go to the capitol, meet the governor, look at the legislators in action and get proper preparation to renew the interest at the afternoon session.

Topics discussed were, The amount of money at the disposal of each commission and how it was used, Means of arousing library interests where there are no libraries, State aids to town libraries, Supervision and revision of lists of books for purchase, The work for public schools, Traveling libraries and library institutes.

At the public meeting on Thursday afternoon, John Cotton Dana of the

Newark (N. J.) public library talked on "How to get the right book to the right person," and Arthur E. Bostwick of the New York city public library, on "How to raise the standard of book selection."

Pennsylvania—The third meeting of the season was held on Saturday evening, Feb. 20, 1909, at the H. Sophie Widener branch of the free library of Philadelphia.

The speaker of the evening was Austin B. Keep, of Columbia university, who gave an illustrated talk on "The library in colonial New York." The history of the founding of early colonial libraries in New York was presented in a most interesting manner, while slides of portraits, facsimiles of early church and court records, and of pages and bindings of old volumes not only illustrated the historical facts brought out by the speaker, but showed also careful and painstaking research in preparation for the subject of the lecture. The history of the library in colonial New York was shown to have begun with the library founded in Trinity parish by the Rev. Thomas Bray, D.D., and was traced through the establishing of other libraries by bequests of Dr John Sharpe in 1713 and of Dr John Millington of Stoke Newington, Middlesex, in 1720, two clergymen who devoted their private collections of books to public use. In 1754 the New York Society library was founded by wealthy citizens to promote "a spirit of inquiry among the people." King's college, now Columbia university, was provided with a library in 1757 through the bequest of one of its governors, the Hon. Joseph Murray.

The vicissitudes of these several libraries and the dispersion and destruction of a great part of their collections during the British occupation of New York in revolutionary times were traced by the speaker, who outlined the history of library development not only from its individual standpoint, but also in its

relation to the civil and political history of the colony.

At the conclusion of Mr Keep's address a cordial vote of thanks was tendered him by the audience. Further appreciation was expressed by Mr Warrington, who spoke of the debt owed by librarians for valuable work accomplished by students like Mr Keep in exploring the by-ways of history and bringing to light little-known facts of library development.

A reception followed the adjournment of the meeting.

EDITH BRINKMANN, Sec'y.

California Library Association

The Sixth District California library association held a meeting at San Pedro, March 3, 1909. In response to invitations issued a company of about 60 women and a few men, representing many of the libraries of Southern California (and libraries are almost as thick in this section of country as they are in Massachusetts) gathered at the beautiful Carnegie library at the appointed time and place. Miss Roys, the local librarian, received the visiting librarians in the rotunda, the cordiality of her greeting preparing them for the more formal address of welcome given later by H. Baly, one of the trustees of the library.

The meeting was called to order in the reference room by Miss Russ, librarian of Pasadena, president of the association.

After roll call by towns, the responses giving the number from each library and their official position, Mr Baly extended an invitation to a luncheon, tendered by the Chamber of commerce and the Woman's club. He said also that a launch ride had been planned that would enable the visitors to see where the government was spending large sums of money on the breakwater in the outer harbor.

Miss Kumli, of the State library, Sacramento, announced the approaching

meeting of the State association on April 15, and urged everyone there to be present.

The first regular number on the program was a dissertation on Music in public libraries, by Theodore J. Irvin of Los Angeles, a professional musician. He said he had carefully scanned the proceedings of the A. L. A. for 1907 and 1908 and had not found one word on his subject, which he thought was a singular omission. He used the shelf list of the music class in the Los Angeles public library as the foundation of his remarks, commanding and criticizing by turns, giving advice on what and what not to buy. A printed list based on his suggestions would be helpful to libraries that have money enough to buy and circulate printed music.

The morning session adjourned in time for a social hour before lunch, and the time was pleasantly spent inspecting the library building and on the beautiful grounds surrounding it. The library is situated on a bluff overlooking the harbor and the ocean. One sees Catalina 22 miles away shining in the sunlight, the broad expanse of the Pacific, and the shipping of the harbor showing what a busy little seaport San Pedro is and what a busy big seaport it will be eventually. The velvety turf and lovely flowers of the lawn afford a pleasing contrast to the blue ocean at the foot of the bluff.

One o'clock came and with it the luncheon. After everyone's hunger had been somewhat appeased by the delicious clam broth, someone rapped for quiet, and Miss Russ announced that Mr Faxon would read a poem.

After the applause subsided Mr Faxon said he would read an unpublished poem, suited for such an occasion, and written by Sam Walter Foss, the librarian poet; he apologized for not being able to read it in the Foss style, but the company appreciated the Faxon rendering and enjoyed the poem greatly.

Luncheon finished, the company was

whirled away in free trolley cars to the High school building, where the afternoon session was held. After music, vocal and instrumental, furnished by the High school students, a paper on "Fiction in public libraries" was read by Helen E. Haines, formerly editor of the *Library Journal*.

Cleverly written and showing the author's critical ability as well as wide reading and research, Miss Haines' paper was an inspiration to all who heard it.

F. W. Faxon of Boston followed with a talk on "Periodical sets—what to get and what not to get." He gave much useful information and gladly answered all questions asked. He also announced the coming meeting of the A. L. A., describing the beauties of the White mountains, forbearing to make comparisons with the Sierra Madres, and invited all Californians to be there.

A. L. A. reminiscences followed, quite appropriately, being given by Minnie M. Oakley, until recently assistant librarian of the Wisconsin historical library. As very few of those present had ever attended an A. L. A. meeting, they gave close attention to the speaker, and at the close of her enthusiastic remarks it was moved and carried unanimously that the association desired to place itself on record as favoring an invitation to be extended by the state association to the American library association to meet in the vicinity of Los Angeles in 1910.

The program was concluded by a paper on "The Public library and the municipality," by Miss Sweatman, principal of the San Pedro high school.

After a vote of thanks to the local entertainers and those who participated in the program the meeting closed, and everyone hastened to catch the electric cars after giving a last glimpse to the dome of the library building and the deep blue sea surging pacifically far below.

A. L. A. Meeting Prospective program

The plans for the meeting of the A. L. A. at Bretton Woods next summer have not been made public, but it is known that the following are under consideration:

There will be four general sessions. The first, as usual, will be devoted to the president's address and the reports of the various committees, officers and departments of the general association.

President Gould, it is understood, in his address, will return to the topic so ably presented at Magnolia Beach by President Elliott of Harvard, in which the latter advocated the segregation of unused books in state libraries. It is understood that President Gould, in his address, will advocate the plan of large special libraries in various parts of the country, acting as reservoirs from which other libraries, with less means and space, may draw at need to supplement the material on their own shelves.

The second session will be devoted to discussion of President Gould's address under the theme of coördination of libraries.

The third session will be devoted to the relation of libraries and schools.

The fourth session will be largely a book symposium after the plan followed at the Minnetonka and Lake George meetings. Mrs S. C. Fairchild, Mr Bostwick of New York and Mr Craver of Pittsburgh will be among those who take part in the discussions of various classes of books, particularly books for technical use.

N. E. A. Meeting

The program for the meeting of the Library department of the N. E. A. at Denver, includes the following addresses:

First session, Wednesday, a. m., July 7.

1) The library department of the high school; what service it ought to render to the school. Albert J. Roberts, principal, High school, Helena, Mont.

2) Plan of a course of instruction in the

use of libraries and the result accomplished. Edith Tobitt, librarian, Omaha, Neb. Discussion led by John G. Thompson, principal, State normal school, Fitchburg Mass.

Second session, Thursday a. m., July 8.

1) The use of books by high school pupils. Dr Robert Judson Aley, state superintendent of public instruction, Indiana.

2) Books as educational tools in the common schools. Francis G. Blair, state superintendent of public instruction, Illinois. Discussion led by J. A. Whiteford, superintendent of schools, St. Joseph, Mo.

3) $a^2 + b^2 = c^2$. Dr. Charles E. Chadsey, superintendent of schools, Denver, Colo.

MARY EILEEN AHERN,
President.

J. F. DANIELS, Sec'y.

Iowa Library Association

The executive board of the Iowa library association has arranged to hold the next meeting at Des Moines at some date in October. District meetings will be held this spring at six places in Iowa, namely, Mt Pleasant, Vinton, Iowa Falls, Spencer and two others to be decided on later.

New York Library Association

Announcement

The executive committee of the New York library association makes the following announcement for Library week:

It has been decided to hold the annual meeting again at The Sagamore, Lake George, September 20-27. The Sagamore very courteously offers an extension of the special rates from September 20-30 to all members of the N. Y. L. A. This includes the free use of boats, golf links and tennis courts. The rates will be from \$2.50 to \$3.50 a day.

Rates by the week will be \$21, \$18, \$15. Rooms may also be secured in the smaller hotels near by at less expensive rates. It is hoped that many will avail themselves of this opportunity to spend some time before and after the regular "Library week" in this charming spot.

A special railroad rate of one fare and three-fifths was secured for New York

state last year, and it is expected that the same rates will prevail again.

It is too early to make detailed statements of the program, but the chief consideration will be that of books for special classes of readers, for rural communities, for our foreign readers, etc.

The secretary would be glad to have the names of those who may be interested in taking advantage of the offer of special rates for a part of their vacation time.

CAROLINE M. UNDERHILL, Sec'y.

Library Schools
University of Illinois

Since the opening of the new semester, the junior class has made visits to two public libraries in central Illinois. In February the first visit was made to Decatur public library, the students visiting also the library at the James Millikin university. On March 11 they visited the Withers public library, Bloomington, and the library of Illinois Normal university at Normal.

The senior class spent the second week of March in making the annual visit to Chicago libraries and book stores. Practically the same schedule of visits was used this year as has been followed on previous occasions. The party made the Del Prado hotel its headquarters, and was in charge of Acting Director Wilson.

Belle Caldwell, class of 1908, has been appointed to the position of assistant cataloger in St Louis public library.

Ida F. Wright, class of 1904, has resigned from the Evanston public library to accept the assistant librarianship of the Lincoln library, Springfield, Ill.

Valeria Fetterman, 1907, has resigned her position as assistant in the Rockford public library to accept a position in the Saginaw (Mich.) library.

Ola M. Wyeth, B.L.S., Illinois, 1906, has been substituting in the University of Illinois library for Elizabeth Forrest,

who has been given leave of absence on account of sickness. Miss Wyeth was compelled to give up the work on February 11, and Roxanna Johnson has been appointed temporary reference assistant for the remainder of the year. Miss Johnson returns to the Illinois state library school to receive her degree in June.

Florence L. Brundage was appointed on January 1, loan assistant in the University of Illinois library in place of Edith Spray. Miss Brundage attended the Illinois state library school for the year 1907-08.

Myra O'Brien, B.L.S., Illinois, 1907, has been appointed order assistant in charge of periodicals at the University of Illinois library, in place of Stella Bennett, who has gone to the University of California library.

Alice S. Johnson, B.L.S., Illinois, 1907, has been appointed catalog assistant in the University of Illinois library, after a year and a half of experience at the University of Minnesota.

Adah Patton, B.L.S., Illinois, 1902, has been advanced to the position of classifier in the University of Illinois library. Miss Patton was appointed catalog assistant a year ago, after several years of experience in the John Crerar library. FRANCES SIMPSOM.

Syracuse university

On Jan. 19, 1909, the board of trustees of the university passed the following recommendations concerning the two years' certificate course: That students must be at least 18 years of age, present the same credentials as are required for matriculation in the philosophical or classical courses, that the entering class be limited to 25, and that no student be admitted to the technical work having entrance conditions.

Lutie E. Stearns of the Wisconsin library commission gave four interesting and inspiring lectures on February 23 and 24 to the school, viz "The library spirit," "Regulate your hurry," "The problem of the boy and of the

girl," and "Some phases of the western library work." At the end of the series of lectures the school and staff gave an informal tea in her honor. She also attended a reception given by the library fraternity Alpha of Pi Lambda Sigma.

Notes of graduates

Eva Peck, '08, has a position in the Free public library at Fort Wayne, Ind.

Gertrude Houston, '08, is supplying on the staff of the Syracuse university library. M. J. SIBLEY, Director.

Western Reserve university

Typewriter work is being done by the students under the supervision of Miss Henry. This work has been increased this year, a larger number of typewriters having been installed, more practice work required and more thorough revision of the work made.

Prof. Root of Oberlin college is scheduled in March for his course of lectures on the "History of the printed book." These lectures always prove a pleasure and inspiration to the students and the school considers itself fortunate in being able to have this course as a part of the regular curriculum.

On March 2, Mary E. Downey, library organizer for Ohio, visited the school. Miss Downey talked informally to the students concerning the work of an organizer and the conditions existing in Ohio, ending by making some very practical and pleasant suggestions as to the attitude of the librarian toward her work.

During February the class enjoyed two social occasions, the first being a farewell party at the school for one of the students whose plans obliged her to withdraw at the end of the semester. The second was the entertaining of the class by Miss Whittlesey at her home.

Alumni notes

Marian E. Comings, '06, has resigned her position as librarian of the McClymonds free library, Massillon, O., to ac-

cept the position of librarian of the Public library, Elyria, O.

Edith M. Roberts, '08, has finished her temporary cataloging work at the Public library, Sewickley, Pa., and has accepted the position of cataloger in the Public library of Canton, O.

Summer school

The University of Michigan will add a course in library methods for the first time, to its regular summer session. The course will run through eight weeks, and consist of lectures and practice work. The course is intended to meet a demand of university students for an elementary knowledge of library methods. University credits will be given to those who will satisfactorily complete the course offered by Librarian Koch of the university, who will also have charge of the general course. Technical instruction will be given by the members of the university staff. Lectures by the following library workers have already been promised:

R. C. Davis, librarian emeritus of the university.

Samuel H. Ranck, librarian, Public library, Grand Rapids.

W. E. Lewis, manager, library department, Library Bureau, Chicago.

H. E. Legler, secretary, Wisconsin library commission.

Gertrude E. Woodward, assistant librarian, law library, University of Michigan.

E. May Goodrich, children's librarian, Public library, Ann Arbor.

Tuition fee for the course is \$20. Cataloging, classification, reference work, bookbinding, etc., will receive special attention.

Simmons college, Boston, will hold a summer school library class, beginning July 6, ending August 14. The study of general methods of library work will be taken up. The class is open only to women who are holding library positions or who are under appointment for positions. The fee is \$20, payable at the time of registration. A single

course of instruction in either cataloging, classification, reference work or library economy, will be \$5. The work will be under the supervision of Miss Robbins, director of the school of library science, assisted by Harriet R. Peck, Catharine S. Tracey and Gertrude L. Allison. Application for admission should be made as early as possible, and preferably on the forms provided by Simmons college, which will be furnished upon request.

Interesting Things in Print

The Seattle (Cal.) public library has issued a subject list of Catholic books on its shelves, under the auspices of the Knights of Columbus of that city.

State Superintendent Carey of Wisconsin has issued a list of books for high school libraries in the state of Wisconsin with instructions for cataloging them.

Supt. F. D. Boynton, Ithaca, N. Y., has 10 pages devoted to the free lecture course full of suggestions to libraries planning such courses either in their own rooms or in connection with the school authorities.

The Library of Congress has for distribution a few copies of its Reports for 1898, 1900 to 1908. Libraries which need any of these volumes to complete their sets should send requests to Librarian of Congress, Washington, D. C.

The Public library of Portland, Ore., has issued a list of Practical books on machine shop practice, foundry work and electricity. The list is pocket size and its 33 pages of entries are in convenient shape for the busy workman.

Number four, volume one (January, 1909) of the *Journal of the Illinois state historical society*, contains, as a contribution to state history, a partial bibliography of poems relating to Abraham Lincoln, covering six pages of the *Journal*.

The Newark (N. J.) public library has issued a pamphlet "Reading for pleasure." It contains a list of certain books which young people find entertaining. Published for high school students and other readers. It is classified under fiction, non-fiction, poetry and drama, and contains a remarkably well-chosen list of books.

The Western Massachusetts library club has issued a "List of books for small libraries," selected from books of a year. The limited needs and means of the average Massachusetts town library have governed the choice of books, so that books that are costly or designed to meet some very special or technical demand are excluded. The list covers books in all classes and would make a most valuable buying list for the small library.

The Library of Congress has issued a list of references on International arbitration and particularly on the conferences at The Hague. The two questions, the limitation of armaments and the collection of foreign debts, are given under separate heads. References to discussions on the French occupation of Mexico, on the Venezuela case and on the Santo Domingo questions are also given. The list covers 151 pages and contains an index. It may be had from Superintendent of Documents for 20 cents.

"Directions for the librarian of a small library," by Zaidee Brown, is the title of a most interesting pamphlet issued by the New York state library. A note by the author says:

This pamphlet is in no sense a manual for the organization of small libraries by persons not experienced in library work, but is merely intended as a guide to be left in a library already organized by some experienced person, to help librarians and their successors to carry on consistently the system already established.

News from the Field

East

The Haverhill (Mass.) public library has issued lists of picture bulletins and calendars which it is prepared to lend to the public schools. Other lists issued are: Books on advertising, shorthand and civil service applicants.

The Public library of Laconia, N. H., has established a branch at Lakeport, to be called the Ossian Wilbur Goss reading rooms. About 1000 v. will be placed on its shelves for circulation, together with a collection of reference books and current periodicals.

The books circulated through the Public library of Haverhill, Mass., reached 192,483 v., of which 96,975 v. were through the main library and 24,266 v. through the schools and the others through branch libraries and deposit stations. There were borrowed and used in the library 39,863 pictures.

The Hollis (N. H.) social library association on March 4, offered to turn over its library of 5000 v. to the town on condition that the latter erect a suitable building. This library is 100 years old. It has been sustained by the association, but the town has been given the use of it by subscribing certain sums each year to its support.

Central Atlantic

The report of the New York society library shows that messengers connected with the library carried last year 37,537 v., visiting 11,288 residences and offices.

Richard E. Wilson has resigned from the Richmond branch of the Free library of Philadelphia, to become librarian of the central branch of the Y. M. C. A. of that city. Mr Wilson has been connected with the Free library of Philadelphia for the last 13 years. He was formerly with Mudie's library of London and Manchester, and with the Philadelphia Library Company. Mr Wilson began his duties March 1.

By the terms of the will of the late Mrs M. C. Artz of Chicago, Frederick, Md., is to receive a bequest of \$110,000 for a public library. At present the estate is held in trust for the benefit of the only surviving heir of Mrs Artz. She is already advanced in years, and the estate is growing in value.

The Wadsworth library of Geneseo, N. Y., calls attention to the fact that its books are for the use of the people of Livingston county. Collections from 25 to 75 books are sent to various points to be kept for periods varying from one to six months. The charge to any community for books for one year is \$5.

The report of the Washington county free library of Hagerstown, Md., shows 19,104 v. in the library; 73 stations throughout the county, to which 11,156 v. were issued; 16 Sunday schools supplied with books. The total circulation of the library, stations, schools and wagons, was 100,500 v.; total registration of borrowers, 832.

The Brooklyn (N. Y.) public library has decided to dispense with newspapers in its reading rooms. The over-crowding of the rooms and the inconvenience to those pursuing serious work led to the change. Current newspapers will be kept on file in the reference room to be asked for, and bound files of all important newspapers will be kept at the central library.

The report of the New York public library for 1908 records 39 branches as circulating 6,504,402 v., with 680,244 v. on the shelves. Four Carnegie branches were opened during the year. In the reference branches 212,701 persons consulted 905,030 v. During the year 29,377 v. and 65,670 pamphlets were added. The total expenditure was \$832,756, of which \$637,667 was spent for the circulation department. The number of books circulated from the children's room was 2,174,347. The grade of children's librarian was created on the staff in June, and four assistants were promoted to this grade.

The number of qualified children's librarians will be considerably increased. The library has 3394 titles of books and 2975 pieces of music distributed among the various types for the blind. The lack of uniformity in the use of type impairs the usefulness of the collection.

The Hamilton Fish park branch of the New York public library was opened with formal exercises February 26. Addresses were made by the Hon. Hamilton Fish, by Dr. J. S. Billings, director of the library, and others.

The library opens with about 12,000 v. on its shelves, about 1000 of which are in the Hungarian language, including a notable gift of 800 v. presented by the government of Hungary.

Central

Louise Encking (Pratt, '07) was appointed librarian of the Oshkosh (Wis.) State normal school, in December.

The Public library of St Joseph, Mo., has secured another branch library building from Andrew Carnegie on the usual conditions.

Jane Wright, for some time librarian of the Art museum of Cincinnati, has resigned her position to take charge of the Marquand art library of Princeton university.

Marian E. Comings has resigned her position as librarian of the McClymonds free library, Massillon, Ohio, to become librarian of the Public library, Elyria, Ohio.

The library of the late Senator Allison of Iowa has been given to the Carnegie-Stout library of Dubuque. It contains about 5000 v., mostly public documents, some of which are very valuable.

Edna Bullock, for many years well and favorably known in library work in the West, has associated herself with the H. W. Wilson Company of Minneapolis, and will devote her time to the library interests of the business.

Gabriella Ackley of Oconomowoc, Wis., has been appointed librarian at Watertown, Wis., to succeed Maud Macpearson, resigned. Miss Ackley has been connected with library work in various parts of Wisconsin for several years.

The report of the Newberry library, Chicago, for 1908, notes 959 general periodicals on file; 8000 v. and 1160 pamphlets, manuscripts, charts, etc., added during the year; purchases, 6073; books consulted, 95,537; visitors, 69,363; books, pamphlets, etc., in the library Jan. 1, 1909, 246,142.

At a recent meeting of the Iowa Library commission the additional title of "State director of library extension" was added to that of secretary, in order to more nearly indicate the character of the duties of the secretary, Alice S. Tyler, who has been in charge of the work of library extension in Iowa since the creation of the commission in 1900.

Ella G. Parme of Oshkosh, Wis., has resigned her position as librarian of the Public library at that place, at the same time announcing her engagement to F. E. Alvord of Sandusky, Ohio. Miss Parme was for several years librarian of the State normal school at Oshkosh, and was elected librarian of the Public library October last.

The annual report of the Chicago public library for the year ending May 31, 1908, gives the following:

Number of volumes in the library, 352,093, accessions numbering 25,843, of which 22,353 were purchased at an expenditure of \$24,262.76. Total home circulation, 1,601,645 v., an increase of 13 per cent over the previous year. Largest number issued on any one day, 8,799; smallest number, 3,290; number of card holders, 94,499; total expended for maintenance, \$255,917; number of employees, 193; largest attendance at any one time in reference room, 264; reading room, 535; average number of readers counted in reference room at close

of each hour, 89; reading room, 223. Record of attendance at the 13 branch reading rooms in operation at date of May 31, 1908, shows an increase of more than 30 per cent over the previous year. Circulation from T. B. Blackstone memorial branch library, 75,129, an increase of 33 per cent over the previous year. Number of delivery stations, 74.

Hanna L. Stuart, for some time children's librarian of the Lincoln library of Springfield, Ill., died February 18, after a short illness. Miss Stuart was in the front rank of her class as a children's librarian and her removal from the Lincoln library means a great loss. She was a student at the Carnegie library training school for children's librarians at Pittsburgh, 1902-03.

The annual report of the Public library of Detroit, Mich., shows a year of increased activity and enlarged results. During the year 55,000 card holders drew 838,000 library books, and 525,000 books were used for reference. There are eight branch libraries besides deposit stations in factories, social settlements and public schools. Through the schools 106,800 v. were circulated. Librarian Utley, in his report, calls attention to the serious handicap of the old building, which was planned more than a generation ago, when no account was taken of modern demands for library service.

The University of Wisconsin has received a valuable bequest in the collection of books on economic subjects belonging to the late Prof. Frank Parsons of the Boston university. Prof. Parsons was interested in various reforms in government, and his library contains much interesting material in this field. Among the most valuable books in the collection are a set of the statutes and of the parliamentary debates, of the New Zealand official year book as well as considerable material on the awards, recommendations and agreements made under the industrial

conciliation act. The collection also includes a number of volumes on state experiments in regard to industrial and land policies.

The Public library of Dubuque, Ia., celebrated its annual children's day March 6.

The children's department had several very interesting exhibits which were not only pleasurable, but calculated to extend the knowledge of books and writers among young people. An interesting collection of autograph letters and photographs from authors whose books have been mainly for children, was displayed. Prominent among these were Mrs. Laura E. Richards, Helen Leah Reed, Carolyn Wells, Albertus T. Dudley, Annie Hamilton Donnell, Evelyn Raymond, Ralph Henry Barbour, Gabrielle E. Jackson, Amy Blanchard, Amanda M. Douglas and Nina Rhoades. A personal note of friendliness pervaded the majority of the letters. Photographs and letters were mounted and hung so they could be examined easily by the children. On the same day an exhibit of pictures of most of the public libraries of the country was hung in the delivery room. This collection numbered more than 200 cards, and was arranged by states.

The fifth biennial report of the Minnesota public library commission contains a résumé of the work of the commission for the years 1907-08, with report of great progress in Minnesota libraries during the same period.

Since 1900, the number of libraries organized under state law has increased from 30 to 75, free libraries supported by associations from 5 to 31, and subscription libraries decreased from 13 to 10. Of the 59 cities and villages over 2000 population, but eight are without some kind of library organization, while 65 communities of less than 2000 are maintaining libraries with more or less success.

Extension of privileges to country neighbors, increase in reference work,

establishment of delivery stations in the smaller cities, as well as in the larger ones, free lectures, entertainments, and exhibits of various kinds are noted as indications that the libraries, are endeavoring to fulfill their function in the enrichment of the life of the community.

Seven Carnegie buildings have been completed and additional gifts have brought the total of Carnegie donations to Minnesota up to \$597,000, distributed among 40 public libraries and one college library.

The traveling libraries show a marked development in the flexibility of the system to meet the needs of individuals and students. In addition to the fixed libraries for general reading loaned to villages, country communities and public libraries, there are special libraries for children and groups of foreign books sent with the regular traveling library. From the rapidly enlarging general loan collection, single books are loaned to traveling library stations, to public libraries and to individuals on special request, home libraries are made up for families in isolated communities where a local library association cannot be formed, and books are furnished to students and teachers who are pursuing their studies remote from library centers. The general loan collection also supplies the special libraries for study clubs, of which 52 were loaned in 1908. The reference use of the traveling library has developed very largely during the last two years, material covering a wide range of subjects being furnished to club workers, debating societies, teachers and students. The report also contains tables giving statistics of libraries in Minnesota and circulation of traveling libraries.

South

The report of the Library of the University of Texas, Austin, Tex., for 1908, showed 58,759 v. on the shelves. The book fund for the year was \$5900. Salary of staff, \$4620.

The report of the public library, Jacksonville, Fla., gives 17,734 v. on the shelves; number of card holders 2837, with a large number of transient borrowers in addition; circulation 91,848.

The report of Librarian Wilson of the University of North Carolina, for 1907-08, treats of the first year in their new building, which, with its furnishings complete, cost \$58,971. During the year 2662 v. were added to the library, making a total of 50,025 v. on the shelves. The library staff was increased during the year by an assistant librarian and a number of minor assistants.

The new Carnegie library building at Rollins college, Winter Park, Fla., was dedicated on February 18. Addresses were made by Dr Andrew Sledd, president of the University of Florida, Dr A. A. Murphree, president of the Florida state college for women, George B. Utley, librarian of the Jacksonville public library, and others. The building cost \$20,000, is two stories high, and will contain the college library and the administrative offices.

The annual report of Dr H. R. McIlwaine, state librarian of Virginia, makes a strong plea for increased space for the library, as the present available space is wholly inadequate for the reading room and for making the contents of the library readily accessible. The report on the legislative reference work shows it to have been of special interest and a list of the references furnished shows the wide range of information furnished the members of the general assembly. Ten of these lists of references have been printed. The card catalog is well under way, 30,000 cards being added during the past year. During the year 4431 v. were added to the library. An extensive report is made on the traveling library department, showing the excellence of its work. A bibliography of colonial Virginia to 1776, that was partly in the hands of the printer, was destroyed by

fire in the printing office. This will necessitate the work being undertaken again by the library.

The annual report of the Carnegie library of Nashville, Tenn., gives 4466 books added in 1908, making a total of 44,769 v. in the library; 4000 medical works were a present from the National academy of medicine; 5325 books were sent to 20 day schools and 300 books to five night schools. The total circulation was 115,104, 53,761 v. adult, and 16,443 v. juvenile; 2250 pictures are kept on file in the library. Special bulletins have been posted throughout the year. There are 24,154 readers' cards held by 14,283 borrowers; 34 different occupations are listed by the borrowers.

West

Mrs Evelyn S. Lewis, who has been associated with the Topeka (Kan.) free library for the past 20 years and for 18 years has been librarian, has resigned her position.

Archibald F. Williams and Nellie Armentrout, formerly in charge of the traveling libraries of Kansas, were married in Kansas City, February 20. They will make their home in Seattle, Wash.

The report of the Denver public library gives the following: Number of volumes in the library, 106,321. The condemned books were given to charitable institutions and schools in the suburbs. Number of books lent for home use, 365,675. Number of cards issued, 12,828; number now in force is 23,800. Use in the reference department, 265,490 v. The patronage of the young people's department has kept pace with the balance of the library, not only in circulation but in the use of books in the room. Extra attention has been paid to the bulletin board for the display of pictures representing an event of unusual interest or the birthday of some prominent man. A card catalog of the books in the young people's room has been prepared. Heretofore, it has been necessary for those wishing

to consult the card catalog to go to the main floor where the public card catalog is located.

The thirty-second annual report of the Omaha (Neb.) public library records the number of books in the library, 81,675, with 256,462 v. circulated among 13,573 borrowers. The circulation of the children's department was 45,726 v., and through the schools 53,542 v. Circulation of pictures, 8560. The teachers' training class continues to meet at the library for instruction in library methods, the work being substituted by the school authorities for the required work in American literature. A collection of Danish books and periodicals was added this year and a beginning made of sheet music for circulation. A collection of stereopticon slides relating to Spanish art to be used for circulation throughout the state, was received from the Omaha society of fine arts.

Pacific coast

The annual report of the City library of Bellingham, Wash., records 5300 borrowers and only 4000 loan books. The total circulation was 57,402 v. The total appropriation for the year was \$6865, of which \$2426 was for salaries.

The report of the Library association of Portland, Ore., through which not only Portland, but Multnomah county is given library service, is one of great library activity. The total circulation through the main building, the branches, country stations and county schools, reached 406,784 v., with 24,219 card holders. During the year 120 club and committee meetings were held in the library. Vacation cards valid from June to October, permitted borrowers to draw ten books at one time, provided only four were fiction. There were 867 books so drawn and only six were delinquent. Through the children's department, 14,550 pictures were circulated. Special talks on the use of the library were given for the students of the high school. Various exhibits were held during the year: 1907 in cartoon, rare

old bibles, bulletins of college pictures and college catalogs, editions of Rembrandt and Milton and a collection of butterflies. Seven reading rooms and eighteen deposit stations are maintained throughout the county. Nine fire companies' houses in Portland are deposit stations. Study libraries have been supplied to the Granges in connection with the topics assigned by the State lecturer. Seven inspection trips were made through the county and forty-one schools and all country stations visited.

Canada

The report of the Education department relating to libraries of Ontario, for 1908, covers the library activities of the province of Ontario with considerable fullness. The system of library inspection carried on by the government is resulting in systematic organization of the library work and consequent improvement. There are 428 public libraries in the province, of which 351 reported to the government and received government aid. Of these, 221 are public libraries (not free) and circulated 656,862 v., with 480,664 v. on the shelves. The total expenditure of these 221 libraries was \$42,841. In the 131 public libraries (free) there were circulated 2,102,881 v., with 783,240 v. on the shelves; 174,655 readers were reported in these libraries; 33 of these free libraries are without reading rooms. The number of traveling libraries in the province is 150, containing 7750 v., of which the circulation was 45,000 v., with probably three times as many readers. A number of library institutes were held during the year by government aid.

Foreign

News is received of the death of two British librarians, whose taking away is a distinct loss to the library profession.

The first is that of Peter Cowell, chief librarian of Liverpool. Mr Cowell was perhaps the best known of all the English librarians to his fellow workers in the United States. He was present

at the International Library conference of 1893 in Chicago, where he formed many warm friendships, both personal and professional, which were deepened by the second meeting in London in 1897. His library at Liverpool has long been considered one of the strongest educational forces among the libraries of the world, and his extension of library privileges through branch libraries in Liverpool has excited the admiration of his fellow workers on both sides of the water. His opinion on library matters was always received with the greatest respect. His library service began at a very early period, and he was connected with the Liverpool library from its beginning. He was librarian of the same since 1875 and was always actively identified with library development. Mr Cowell died February 12, after an illness of some weeks.

Bertram L. Dyer, for many years a leading spirit in the Library assistant association and responsible for much of the excellence of its work in its formative period, has also passed away. In 1900, Mr Dyer was made chief librarian of the Public library of Kimberley, South Africa, where he continued his activity in forwarding library interests in that far-away land until his death.

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